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The Human Relations project grew out of the expressed and felt-need of students in Syracuse, New York. The students indicated a desire to have a course within the regular structure of the school which would help them deal with interpersonal and interracial relations. A formal, one-half credit course, offered on a pass-fail basis was developed. The general objective of the course was "to improve race relations and general interpersonal relations among high school students in each of the four city high schools." Four teachers planned the course with two ideas: the students should do the main planning, and they should be involved in the course. Methods, content, structure, and conferences are explained. Teachers felt that one outcome was an increased ability on the part of most students to communicate with other students. It is concluded that the Human Relations Course should be continued but that changes in its present format and objectives are needed. (Author/KJ)

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FINAL REPORT

FIRST YEAR HUMAN RELATIONS PROJECT
May 31, 1969

A Cooperative Project sponsored jointly by
The Syracuse Public Schools

and

The Social Studies Curriculum Center
Syracuse University

Syracuse, New York

Roy A. Price, SSCC Director

CG 004 569

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PART ONE: OVERVIEW

A. Purpose - The purpose of the experimental Human Relations Course has been the "improvement of relations between the students as individuals and with members of their family, their school, and the larger community."[1]

A particular interest of the Syracuse University Social Studies Curriculum Center, in co-sponsoring and coordinating a human relations project in cooperation with the Syracuse Public Schools, has been the development of a course of instruction which utilizes the Major Concepts for the social studies as identified by the SSCC.

B. Background - Briefly, the Human Relations project grew out of the expressed and felt-need of the students of this city.[2] This problem was brought to the attention of the Maxwell Committee on the American Dilemma by Mrs. Stephen K. Bailey, which, in turn, formed a sub-committee[3] which met with students from the schools together with school officials and representatives during May and June, 1968. The students indicated a desire to have a course within the regular structure of the school which would help them deal with interpersonal and, particularly, interracial relations. The result was that a formal, one-half credit course, offered on a pass-fail basis and taught by specially selected graduate students from Syracuse University, was offered.

C. Objective - The single general objective of the course was to be "to improve race relations and general interpersonal relations among high school students in each of the four city high schools."[4]

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[1] "Human Relations Course," Curriculum Bulletin No. 6, Aug. 27, 1968, City School District, Syracuse, New York. p. 1.

[2] Report of the Human Relations Subcommittee to the Maxwell Committee On The American Dilemma, October, 1968, (unpublished). See Appendix.

[3] The committee included: Robert Leighninger, Rod McDonald, Al Cope, and Richard Tabors. See: Richard Tabors, The Human Relations Course Interim Report, February 1, 1968.

[4] "Human Relations Course," op cit.

D. Personnel - Dr. Roy A. Price, SSCC Director, agreed to co-sponsor and direct the project, interviewed and helped select the graduate students who taught the course, and, with Dr. Gerald Cleveland, Assistant Superintendent for Instruction, and Marie Cady, Social Studies Supervisor, has supervised the general conduct of the program.

The four graduate students selected to teach the course were: David Fendrick, Joseph Panaro, James Ritter, and Japhet Zwana.

Mr. Richard Tabors, SSCC Coordinator, acted as coordinator of the program until February 1, 1969, when he left to do research in Pakistan. At that time, Brian Larkin became coordinator of the SSCC. Shortly thereafter Mr. Larkin was appointed coordinator of the Human Relations project by Dr. Price.

E. Outline of Course - A tentative course outline was developed as follows:

A. Interpersonal Relations
B. Intergroup Relations
  1. Intraschool
  2. Social Classes
  3. Nature of Prejudice
C. The Generation Gap: Age Relations
D. Discipline, Individuality and Conformity
E. The Problems of Delinquency and Crime
F. Aspirations and Frustration: Careers and Life Chances
G. Changes in the School: The Problem of American Education[5]

Because the course was to involve students in the planning of the actual content,[6] this outline was only meant to be suggestive of actual content and of a type of structure.

F. Method - Students were to participate maximally in the planning and content of the course, which was to include "role playing, debate, panel discussions, extensive use of media materials, field trips, and a possible conference."[7]

G. Specific Objectives - During the first term, a set of specific objectives was developed by Mr. Tabors, with the consultation of the four teachers. It needs to be noted that subsequent meetings with the four teachers clearly indicated that there was only very general agreement on the set of objectives which follow:

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[5] Ibid.
[6] Ibid.
[7] Ibid.

1. The student should be able to write or speak or respond in a physical manner (role playing) which indicates his ability to communicate with any individual, and demonstrate empathy toward other persons when interacting with them individually for a period of one hour.
2. The student should be asked to respond to contrived situations of hostility, friendliness, cooperation and alienation, and should be able to describe and distinguish his feelings and roles in each situation.
3. The student should be able to discuss cliches (group collectivisms and stereotypes) and their use in given situations and identify his reactions to them. He should be able to discuss his role as a member of a group, as an alien to a group, as an individual interacting with only one other individual, with two, etc.
4. The student should be able to analyze prejudice within himself and within others when faced with a hypothetical situation against which he must react.
5. The student should demonstrate increased awareness of the problems of human relations outside of the classroom. This transfer of learning may be demonstrated by spoken and written responses to situations in other classes and school activities.
6. The student should be able to identify pertinent writings and other prepared materials which are relevant to the question of human relations and should recommend these to other students. (i.e. "I saw The Heat of the Night and it was a great demonstration of the class discussion last Thursday morning about the stereotype of a southern policeman confronted by a more intelligent black.")

PART TWO: DEVELOPMENT OF THE COURSE IN HUMAN RELATIONS

A. General - Throughout the first term, there was a considerable amount of experimentation on the part of both teachers and students with regard to content, structure, method, and media. To a lesser extent, this experimentation continued during the second term. Yet, throughout, there appear to have been a number of relative constants. Both teachers and students appear to have been committed to the very broad and general objective of improving interpersonal relations, particularly interracial relations.[8] Again, there seems to have been a general willingness to try new ways, methods, structure, and content. There was a conscientious effort on the part of the teachers to involve students to the fullest extent possible, both in the planning and in the conduct of the course. Another relative constant seems to have been a general unwillingness on the part of the teachers to use media.[9]

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[8] Despite statements by teachers and some students to the contrary, this objective broadly interpreted seems to have provided a basis for most activity in the classes. The four teachers appear to feel this objective is unattainable within the context of a course alone.

B. Planning the Course - It appears the four teachers approached the planning and teaching of this course with two general constraints: (1) let the students plan, and (2) involve the students in the course. In actual practice, the procedure adopted in one form or another by each of the teachers seems to have been to ask the students what they wanted to talk about. This may be too general, but it does summarize the essential element in the planning process as developed by several of the teachers. Apparently, as evidenced by the reports of the teachers and the reaction of the students, many of the classes were planned--to the extent that they were planned at all--on a day-to-day basis.[10] At least two classes were asked to name a list of topics about which they wanted to talk in the Human Relations Class. The topics ranged from dope, sex and crime to intrafamily and interracial relations. In another instance, the instructor apparently attempted to follow more closely the procedure suggested in "Curriculum Bulletin No. 6," which states: "Maximum planning by students with teacher to evolve program and techniques of operation. Each instructional unit may have its own planning committee drawn from the class. Each student will be expected to serve on one of these committees."[11] In another class, the procedure appears to have been a kind of take-advantage-of-the-interest-of-the-moment "planning."

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[9] There appears to have been at least two reasons for this. The first was a general unawareness on the part of the instructors of media available (cf. Zwana report. See Appendix). Second, instructors seem to have felt students preferred discussion to media (cf. Panaro. See Index).

[10] See: Panaro, "Human Relations Report," and Fendrick, "Report on the Human Relations Class," in Appendix.

[11] "Human Relations Course," op. cit.

C. Methods - Here is the area of the greatest diversity, for the methods used to structure (or unstructure), control and conduct the classes appear to have varied from sensitivity training through various forms of discussions to formal student reports and presentations by class members and by outside speakers. Perhaps the single point of agreement in terms of methods was that none of the teachers appear to have utilized the teacher-lecture technique. One of the generally agreed upon, generally employed and successful devices was the field trip.

In one class, the instructor had each student read at least two books related to human relations. Presumably, the books were selected by the students. Each student was required to write a report on the book, and to deliver an oral report to the class. The oral report was then used as a springboard for further discussion. Another technique was to have students read each day from the Prophet, a book which was apparently meaningful and relevant to the students in that class. In another class, no outside reading or writing was required at all.

D. Content - Content varied from class to class, both between different schools and between different classes in the same school. However, it appears that race relations, in one form or another, occupied a prominent position in most of the classes. Other topics appear to have included student-teacher relations, the family, crime, welfare, medicaid, housing, societal values, classes, institutions, children, sex, drugs, and prejudice.

From a different point of view, it might be said that content varied from a heavy emphasis on substantive and cognitive material learning, at one end of the line, to an almost exclusive emphasis on process or skill learning at the other end.

E. Structure - In general, the class itself and the content seem both to have been rather deliberately unstructured. Here again, though, the range between the two most divergent positions was considerable. At the one end, the conduct of the class and the material content appear to have been made deliberately as devoid of structure as possible. This class operated on a day-to-day basis, apparently seizing on whatever topic came to some student's or instructor's mind that morning as a point of departure. On the other hand, another instructor was able to have his class develop a structure not too dissimilar from that suggested by the Syracuse Public Schools.[12]

F. Conferences - A conference involving most of the students in the human relations classes in the four schools was held during the first term. This was a one-day conference, and although there are no records of that event, it appears to have been one of the highlights of the first course.

A conference was requested by the second class of human relations students during the spring. The students requested that it be a two or three day affair and that it be held at the Sagamore. The request was denied at least in part due to the pressing disorders which were present in the city's schools at the time and to the clear and present danger of outside influences.

PART THREE: REACTIONS AND OBSERVATIONS AND RECOMMENDATIONS

A. Teacher Reactions - While the reactions, at least in part, of the four teachers to the course are included in their individual reports (Appendix), it may be worth noting a few observations which may not be immediately apparent in their individual reports or which may stand underscoring.

There is clearly a generally positive reaction on the part of the teachers to the course, as it has been taught. Furthermore, there appears to be unanimous agreement that the course should be continued.

However, throughout the course of the year, it has become increasingly clear that the teachers were becoming less optimistic about the possible outcomes of the course.

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[12] "Human Relations Course," op. cit. ; Ritter, "Human Relations Course."

At least two of the teachers felt most keenly their own limitations in terms of the time they had to spend, their own training or lack of training, and, in part, in terms of the lack of desired response by their students. In general, too, they felt their second semester classes were less successful than their earlier classes.

One of the most clearly agreed upon outcomes of the human relations classes, from the point of view of the teachers, was an increased ability on the part of most students to communicate with other students, particularly interracially about racial issues.

1. Objectives - Although the teachers were clearly not in absolute agreement on this point, they generally appear to see, at least as their main objective, an increasing of each individual students sensitivity to both himself and to others, and an increased ability to communicate with others. They generally seem to feel that significant changes in behavior are unlikely in so short a period of time, and probably impossible to expect as a direct result of a single, half-year, cap-stone course in human relations.

2. Content - Here there is less agreement than in terms of objectives. All agree, however. that the content should be determined by the students themselves, perhaps with some guidance from the teacher.

3. Method - The most generally agreed upon statement concerning method to conducting the class is that it should involve students to a maximum degree and should be dominated by the teacher to an absolutely minimal degree. Outside speakers and class trips, especially when chosen by the students themselves, appear to have been especially stimulating.

4. Structure - While one teacher had his class develop a structure and another operated almost without structure, there was generally a felt-need by the teachers for a definite--though flexible--scructure for the course. At least two of the instructors noted the lack of structure as a negative factor.

5. Evaluation - The teachers pretty generally agree on one point in regard

to evaluation: They clearly did not and do not know how the course should be evaluated.

6. Class composition - All agreed that some degree of diversity would be desirable. However, one teacher insists that a total cross-section of the entire community, in terms of race, creed, color, sex, and academic achievement, is desirable, while another suggests that too much diversity may be more than one class can handle. All seem to agree that the human relations class should not be a "dumping ground" for students with severe emotional and/or behavioral problems, because, they explain, they are not trained to deal with those severe problems, nor do they believe the human relations class is the appropriate place for working with them.

7. Level of Class - It is generally agreed that the class might be offered more profitably at a lower level, perhaps at the Junior High level.

B. Student Reactions - In all, students have reacted positively to the human relations course. In general, they seem to feel they have learned something about human behavior and human beings, are able to express themselves better about and to other human beings, and are more aware of their own feelings and the feelings of other.

In general, they seem to have reacted favorably to the opportunity the human relations class presented to discuss topics that were of real interest and which had significant meaning for them. The topics of particular interest seem to fall into four categories.

1. Who am I?
2. What is the World all about? (World being seen as immediate environment and people in it, as well as the Viet Nam War, etc.)
3. How do I relate to the World? (i.e., how can I and how should I get along with other people)
4. How do I really know what's real?

Generally, they appear to have reacted favorably to their instructors, more so though as people, as individuals, than as teachers. This may have been due, at least in part, to the students' perceptions of the teachers' interest in them.

The students strongly and quite generally agreed that outside speakers were interesting and generally valuable. Perhaps the single most frequently and favorable cited occurence was the field trip. Without doubt, field trips excited more students than any othersingle event. Other things of a positive nature about which the students generally agreed were that they liked interesting discussions, students reports, and the conference.

However, there were a few things they rather clearly disliked:

1. Talking too much about racial problems - while it is much in evidence that one of the areas where the students feel they gained the most was in that of understanding the feelings and aspirations of members of a different race, they also clearly suggest that race is not the only topic of human relations interest to them.

2. Lack of structure, organization and direction - repeatedly students expressed a sense of going nowhere and a frustration at having no particular goal to accomplish, no particular syllabus to cover, no particular requirements of them as students, and consequently a sense of having gotten less from the course than they might have.

3. Boring discussions - While it is apparent that every discussion may not be interesting to every student, they frequently complained of such things as "boring discussions when everyone just sat around and no one said anything."

4. Non-participating and Dominating Students - Students frequently complained of many students who simply sat and failed to contribute at all to the class. Another complaint was that a few students were allowed to dominate the discussions. They apparently feel that everyone should be brought into discussions and that no single student or group of students should be allowed to dominate the class.

C. Conclusions -

1. The human relations course should be continued.

2. The course itself needs to be formalized and structured in such a way so that it has both clear and apparent structure and, at the same time, provides flexibility, particularly in terms of precise content and methods.

3. The whole question of objectives needs to be reviewed and a clear statement of behavioral objectives set forth. Evaluation of the course in its present form, though highly desirable, is nearly impossible.

4. The whole question of the composition of the class should be reviewed. Should the class be elective (in the sense that it is elected by the student) or should students be assigned to it by the guidance personnel, or both? Should the class contain a complete cross-section or should it be more limited?

5. There is a real question as to the "active agent" that is, the causitive factor(s) in the human relations class, as it has existed during this past year, that is, how much of the positive effects are due to the nature of the topics, how much due to the nature of student involvement, how much due to the particular talents of four quite unusual and talented teachers, how much due to the "Hawthorn Effect," and how much is due to other factors not included?

D. Recommendations:

1. The Syracuse TTT Project's Human Relations Action Team should, with the advice and consent of the public schools, determine a set of general objectives for the human relations course.

2. They should, during the summer planning program, develop a set of statements of behavioral objectives, which are set forth in such terms that the accomplishment or lack of accomplishment of the objectives may be determined with reasonable precision.

3. They should, utilizing the major concepts developed by the SSCC determine a structure for the human relations course.

4. They should prepare appropriate evaluation instruments.

5. They should review and preview such instructional media materials as are available both at the University and at the two school districts.

6. They should be given as much training as is possible, both prior to opening of school in the fall and afterward, in sensitivity, group processes, and in techniques of student-centered learning situations.

7. The HR AT should continue to meet weekly throughout the year to:

   a. Discuss and share experiences,
   b. Coordinate their activities,
   c. Obtain additional training,
   d. Continue to develop the content and structure of the course,
   e. Continue to preview insturctional media,
   f. Continue to develop their own instructional media.

8. In the future, a record should be kept of all relevant materials and events related to the human relations course. This is vital if a sound basis of empirical data is to be available for the continued development and improvement of the course in human relations.

E. A Word of Appreciation:

The four young men who taught this class during the past year deserve a special note of appreciation. David Fendrick, Joseph Panaro, James Ritter and Japhet Zwana have each done a most creditable job.

The task they undertook was enormous and in a sense perhaps formidable. Each was to teach a course for which there existed no syllabus, not even a text book. There was virtually no previous work in the field upon which to draw. The objectives were vague and there was little by way of guidance to be offered them. In a very real sense, they were pioneering in an uncharted wilderness.

Each brought to the classroom little more than his own unique personality and talent and personal fund of knowledge, and with these explored and created a course in human relations.

It will be upon the foundation they prepared that the future Human Relations Course will be built.

CITY SCHOOL DISTRICT
Syracuse, New York

Distribution:
Restricted

CURRICULUM BULLETIN NO. 6
1968-69 Series

August 27, 1968

HUMAN RELATIONS COURSE

(Approved by the Board of Education at the August 27, 1968 Meeting)

I. BASIC INFORMATION

Title - Human Relations Course

Credits - ½ unit

Length of Course - 1 semester (4 or 5 days a week)

Prerequisites - None

Grade Level - 11 - 12th year

Outline of Study - Local

Evaluation - Pass - fail based on class participation, planned activities and/or reports

Status of Course - Experimental

II. COURSE DESCRIPTION

An open-ended discussion relating immediate concerns about life in school, and community to general principles of human behavior and how they may be applied to problems in social living. Maximum planning by students with teacher to evolve program and techniques of operation.

Each instructional unit may have its own planning committee drawn from the class. Each student will be expected to serve on one of these committees. The program should include role playing, debate, panel discussions, extensive use of media materials, field trips, and a possible conference.

III. JUSTIFICATION

The purpose of the suggested course is the improvement of relations between the students as individuals and with members of their family, their school, and the larger community.

IV. OUTLINE OF STUDY

Because the actual outline of materials covered during the course will be prepared by the team of four teachers, with the advice of the participating students, the following outline is only suggestive of the topics to be covered.

IV. OUTLINE OF STUDY (Cont'd)

1. Interpersonal relations
2. Intergroup relations
    - Within the school
    - Social Classes
    - The nature of prejudice
3. Age relations; the generation gap
4. Discipline, individuality and conformity, the problems of delinquency and crime
5. Aspirations and frustrations; careers and life chances
6. Changes in the school; the problems of American education

V. TEXTBOOK - None

APPROVED BY:

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Director of
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Supervisor of Social Studies

STUDENT CONFERENCE

SAGAMORE LAKE

JUNE 7, 8, 9, 1968

SCHEDULE

A TIME TO TALK AND A TIME TO ACT

Friday - 9:30 a.m. - Leave Syracuse
12:00 noon - Arrive Sagamore
12:45 p.m. - Lunch - (Get Acquainted)
1:45 p.m. - First General Session
Introductions
Invocation
Welcome
Purpose of Conference (John Donovan)
3:00 p.m. - Free Time
5:30 p.m. - Dinner
6:30 p.m. - Second General Session
Keynote Address
Integration - Racism - Tom Smith
Discussion and Questions
8:00 p.m. - Film ("Walk in My Shoes")
8:30 p.m. - Discussion on Film
9:30 p.m. - Free Time (Group Leaders meet for Planning) Conference Room
12:30 p.m. - Lights Out

Saturday - 7:30 -
9:00 a.m. - Breakfast
9:15 a.m. - Third General Session
Briefing on morning group discussions to follow - Led by Frank Passafiume
Subject - Racism - Integration
9:30 a.m. - Group Discussions
11:30 a.m. - Meeting of Group Leaders (Conference Room)
12:00 noon - Lunch
1:15 p.m. - Fourth General Session
Report from discussion leaders
Question Period
"What It Means to Be A Negro In American Society" - Camille Andrade
"What It Means To Be White In American Society" - Frank Passafiume
Question Period
4:00 p.m. - Free Time
5:00 p.m. - Dinner
6:00 p.m. - Fifth General Session
Briefing on evening group discussions
Curriculum Changes and Additions
Jim Lary

Saturday - 6:15 p.m. - Group Discussions
Curriculum Additions and Changes
7:30 p.m. - Panel Discussion
Dr. Barry, Mr. David Kidd, Father Costello, Mr. Frank Anderson, Sister Doreen, Philip Donahue, Beulah Durr, Sister Edna
8:30 p.m. - Meeting of group leaders (Conference Room)
9:00 p.m. - Social Activities
12:30 p.m. - Lights out

Sunday - 7:30 a.m. - Catholic Mass (All invited)
7:30 a.m. - Breakfast
9:00 a.m. - Breakfast
9:00 a.m. - Sixth General Session (Jim Lary)
Inter-Working Relationships Between Public and Non-public Schools
The School As A Community
Mike Gladziszowski - Russelia Kirby
9:45 a.m. - Group Discussions For Developing Plan
11:45 a.m. - Group leaders meet. Compare notes - prepare summary for Seventh General Session (Conference Room)
12:15 p.m. - Luncy
1:15 p.m. - Seventh General Session
Summary on Action Plans resulting from this conference - from each group leader
2:15 p.m. - Summary of Conference
Hanford Salmon - John Donovan
3:00 p.m. - Free Time
3:30 p.m. - Buses leave Sagamore
6:30 p.m. - Buses arrive in Syracuse

REPORT OF THE HUMAN RELATIONS SUB COMMITTEE TO THE MAXWELL COMMITTEE ON THE AMERICAN DILEMNA....................October, 1968

In early June, 1968 a suggestion was brought to the Committee on the American Dilemma that a role might be played by the committee in the establishment of a pilot course in human relations in the city high schools. In response to this request a subcommittee was appointed of Rod MacDonald, Robert Leighninger, and Richard Tabors. This committee met with representatives of the school board, and student consultants on June 27, 1968. At this time a general course outline was discussed and it was agreed that the course should be for local credit, on a pass fail basis and offered for juniors and seniors as an elective. It was to be taught by a Syracuse University graduate student one period a day for four days per week. These graduate students were to be selected from the total university and were to receive graduate assistantships, one half from a source to be determined by the school board and one half from the Social Studies Curriculum Center, Maxwell, to whom they would be partially responsible for other related research activities.

The summer found a period of semi-inactivity in which funding from the school system was not forthcoming. It was not until the 5th of September that a sign of permission to begin recruitment was received from the board, and therefore a late recruitment process was begun on that day culminating in a screening session of eight prospective teachers which took place on the 11th of September. From these meetings attended by a Maxwell faculty member and a Maxwell staff member as well as by three representatives of the school district, four individuals were selected to work with the course. These are:

Mr. James Ritter
Mr. David Fendrick
Mr. Joseph Panaro
Mr. Japhet Zwana

An extensive orientation was held on September 18, and classes were begun in each of the four city high schools on the 23rd.

The very nature of the manner in which the program was begun offered a series of problems. Because students were not advised of the existence of the course before the 18th (roughly) recruitment was difficult. Guidance persons already overtaxed were not able to fill the classes on the first day resulting in a couple of weeks of disorganized enrollment. Lack of understanding on the part of some administrators further added to the confusion as at one school students were scheduled on for two or three of the meetings per week, but not for the four, an obviously unsatisfactory condition for a course designed for maximum interpersonal interaction.

Money, a point of problem from the beginning is still not formally solved. The university operating in good faith was unable to get firm committment of the funds from the schools. The result has been that the university has agreed to run the program for the first semster on its own allowing the schools the extra time for locating funds. It was not until early October that the school officials were willing to guarantee, in writing, to our staff the supply of funds for the second semester thus guaranteeing the continuation of the program into a second semester.

While the four individuals chosen have received the same basic introduction to their job, the manner in which they approach the problem is up to the individual personality. A series of Friday morning team meetings has been scheduled at which problems are being discussed as well as the points at which individual techniques are being utilized successfully or otherwise in given circumstances. It is acknowledged that the four high schools represent somewhat different student backgrounds and therefore should be handled individually, though at the same time we are striving to look for similarities and effective universal techniques. There is evidence at this time that many of the topics chosen by the students are the same at the four schools, yet some are interestingly different. It is further seen that while some techniques are working for one they are not for the other etc. It is still relatively early to make any greater generalizations as to the effectiveness of the total program or any portion of it.

As I look back upon the program I see that the main problems have been basically structural and in essence separate from the course as a course. They have dealt with lack of communication in the schools and the apparent lack of firm committment in the budgetary portion of the school system. Within the schools there is student enthusiasm and generally administration cooperation, though some lack of understanding on the part of administrators of the position and needs of these teachers has meant a rather slow start. It is anticipated that subsequent semesters will eliminate this type of structural problem, opening the way for more careful initial analysis of the manner in which the participants begin to interact effectively and the types of problems which developed within the classroom itself from a structural and curricular point of view.

A CURRICULUM PLAN
Suggested by a Subcommittee Planning Group

SOCIOLOGY - Sophomore Year

A. Sociology as a Natural Science
   1. Introduction
   2. Science and Language as a Means of Adjustment
   3. Scientific Method and Research Design

B. Population and Communication
   1. Trends and Problems in World Populations
   2. Human Communities

C. Genesis of Behavior Systems
   1. Communication
   2. Socialization and the Development of Personality
   3. The Processes of Social Interaction

D. Behavior Systems: Conforming and Nonconforming
   1. Race and Culture: The Organization of Behavior Systems
   2. Social Roles as Behavior Systems
   3. Deviant Behavior and Social Problems

E. Group, Collectivity and Structure
   1. Group Behavior
   2. Mass Communication and Public Opinion
   3. Social Stratification

F. Social Institutions
   1. The Nature and Interrelationship of Institutions
   2. Family Behavior
   3. Religious Behavior
   4. Economic Behavior
   5. Political Behavior

G. Change and Control
   1. Social Change
   2. Sociology and Social Policy

PSYCHOLOGY - Junior Year

A. Psychology as a Science - Objectives of Psychology

B. Personality and Individuality
   1. Theories of Personality
   2. Measurement of Personality
   3. Statistics in Measurement

C. Nature and Nurture
   1. The Mechanics of Heredity
   2. Development through Maturation
   3. Development through Learning

D. Human Capacities and Abilities
    1. Intelligence
    2. Measuring Abilities
    3. Special Abilities

E. Motivation
    1. Biological Drives
    2. Acquired Drives
    3. Goal-seeking Behavior

F. Emotions
    1. What are Emotions
    2. Indicators of Emotion
    3. Emotions and Health

G. Frustration and Stress
    1. Frustration in everyday life
    2. Defensive reaction to stress
    3. Abnormal Reaction to Patterns

H. Mental Health and Psychotherapy

I. The Special Senses
    1. Vision
    2. Hearing
    3. Cutaneous Senses
    4. Olfactory
    5. Taste
    6. Movement

J. Observation and Perception

K. The Learning Processes

L. Thinking and Communication

M. Personal Adjustment and Problems

N. Psychology and Social Problems

ETHICS AND DYNAMICS OF INDIVIDUAL BEHAVIOR - Senior Year

A. Ethical and Psychological Theory
    1. Freud
    2. Maslow
    3. Fromm
    4. Kant
    5. Sartre

B. Ethical Systems
    1. Moral-Sense Ethics
    2. Utilitarian Ethics
    3. Naturalistic Ethics
    4. Existentialism and Situation Ethics
    5. Psychoanalysis and Ethics

C. Morality and Man
   1. Human Value
   2. Freedom (psychological)
   3. Morality and Mental Health
   4. Freedom vs License

D. Religion and Morality

E. Institutions and Morality

F. Love and Hate

G. Truth and Beauty

H. Justice

I. Responsibility of Being Human
   1. Responsibility to Self
   2. Responsibility to Others
   3. Responsibility to the State

J. Ethical Issues
   1. War
   2. Discriminatinn
   3. Love and Hate
   4. Honesty
   5. Family
   6. Pre-Marital Relations
   7. Extra-Marital Relations
   8. Abortion
   9. Etc.

K. Morality and the Meaning of Man
   1. Man as value
   2. Man as future
   3. The Minimum of morality

THE HUMAN RELATIONS COURSE INTERIM REPORT

(Prepared by Richard D. Tabors, Coordinator)

The Human Relations Course is jointly sponsored by the Maxwell Committee on the American Dilemma, the Social Studies Curriculum Center, Maxwell School Syracuse University and Syracuse Public School System.

INTRODUCTION:

Shortly after the death of Rev. Martin Luther King in April 1968, a group of concerned high school students from each of the four Syracuse public high schools approached the adult community with a request for the establishment of a formal forum within each of the four high schools to discuss the problems of human relations. The students voiced a need for dialogue within the formal structure of the school itself. They felt that such dialogue, while not solving the problems of the world, would offer to each student the opportunity to understand better other individuals within the school environment.

This problem was brought to the attention of the Maxwell Committee on the American Dilemma by Mrs. Stephen K. Bailey. In turn, a subcommittee of the Maxwell Committee, consisting of Richard Tabors, Robert Leighninger, Rod McDonald, and Al Cope, was formed. This committee met with high school students and representatives and officials of the School System, Pat Dempsey and Dr. Gerald Cleveland in late May and in early June to discuss arangements for such a course. It was decided at that time that the general objectives of the course would be to improve race relations and general interpersonal relations among high school students in each of the four city high schools. The course was to be jointly funded by the Social Studies Curriculum Center of the Maxwell School and the Syracuse public school system. Each of the four high schools would be assigned a graduate assistant from the Maxwell School to teach the Human Relations course which would be open to juniors and seniors with free time during the particular period in which the course was to be taught. It was also decided that the course should carry local credit and be graded on a pass or fail basis. Finally, the general outline of the course would include:

1. Interpersonal relations
2. Intergroup relations
    - Within the school
    - Social Classes
    - The nature of prejudice
3. Age relations; the generation gap
4. Discipline, individuality and conformity, the problems of delinquency and crime
5. Aspirations and frustrations; careers and life chances
6. Changes in the school; the problems of American education

The course began on a rather shaky footing because definite funding was withheld until just after school started in the Fall, and it was necessary to delay recruitment of teachers and students. The prospective teachers were screened thoroughly by a committee of city school officials and Maxwell faculty. From a listing of seven candidates, four were chosen. They are: David Fendrick, Joseph Panaro, Japhet Zwana, and James Ritter. The first class meeting for the groups in each of the four high schools was on September 23, 1968. and January 31, 1969.

SPECIFIC OBJECTIVES:

The next step was to implement the general outline by listing specific objectives to be met by the course. Those objectives were:

1. The student should be able to write or speak or respond in a physical manner (role playing) which indicates his ability to communicate with any individual, and demonstrate empathy toward other persons when interacting with them individually for a period of one hour.
2. The student should be asked to respond to contrived situations of hostility, friendliness, cooperation and alienation, and should be able to describe and distinguish his feelings and roles in each situation.

3. The student should be able to discuss cliches (group collectivisms and stereotypes) and their use in given situations and identify his reactions to them. He should be able to discuss his role as a member of a group, as an alien to a group, as an individual interacting with only one other individual, with two, etc.
4. The student should be able to analyze predjudice within himself and within others when faced with a hypothetical situation against which he must react.
5. The student should demonstrate increased awareness of the problems of human relations outside of the classroom. This transfer of learning may be demonstrated by spoken and written responses to situations in other classes and school activities.
6. The student should be able to identify pertinent writings and other prepared materials which are relevant to the question of human relations and should recommend these to other students. (i.e. "I saw The Heat of the Night and it was a great demonstration of the class discussion last Thursday morning about the stereotype of a southern policeman confronted by a more intelligent black.")

This is only a partial listing of the objectives which were developed, and must be so considered. They are examples of the most significant anticipated behavioral changes which illustrate the student's ability and desire to interect with others who may be outside of his normal circle of friends. These objectives are also aimed at increased student awareness of his personal reactions to given situations which demonstrate both the uniqueness of his personality and the commonality of human relations problems.

EVALUATION:

It has been recommended that in the second semester there be some systematic evaluation procedures. A number of possibilities have been considered. One possibility is to administer attitude tests to each class, to a control group, and where possible to an outside group concerned with similar problems. An example of such a group is the Forum at Nottingham High School. A follow up test could be administered at the conclusion of the course to draw comparisons. While this method may not yield "hard" scientific data, it is more than simple description.

Secondly, I would recommend an independent evaluation of each of the four classes both at the beginning and at the end of the semester. This could be conducted by a team of two or three individuals from the city school board central office who are not directly associated with the Human Relations course. These evaluators should be given the list of objectives, and asked to rate the classes on the basis of these objectives or other measurements mutually acceptable. They also should prepare a short evaluative description of their observations at the beginning and end of the semester.

The attitude test results, the ratings, the descriptions, and the recommendations could then be used to determine final planning and continued operation of a course of this nature.

THE FUTURE:

At present there appears to be a continuing need for a course in human relations in the Syracuse schools. If this is correct, the question, then, is not whether to continue the course, but in what form. The current project possibly involves an expense disproportionate to the impact and may not justify extending it beyond the 1969-70 academic year. However, an additional year might have considerable value if it were possible to work closely with Syracuse University in the development of teaching units or modules which would fit into the social studies curriculum. The additional year might also permit the intensive training of current personnel or trainees able to teach or direct human relations courses.

In the long run, probably the whole problem of developing better human relations should be dealt with in regular classes taught by trained teachers. Obviously, the hope is that human relations will no longer require a special course or unit to "solve" such a problem. More immediately, it should be possible for the school district to utilize the social studies or humanities classes for informal or unstructured periods during which students would participate in group interaction situations as a part of the classroom experience. By that time it is expected that curriculum development centers, particularly the Social Studies Curriculum Center at Maxwell, will have prepared unit materials which are applicable or adaptable to use in the classroom.

Another concern is the training of teachers. It has been suggested at meetings of the current Human Relations Course that one possible solution is exposure of current teachers to the human relations classroom on a structured basis. Another suggestion is that all beginning teachers in a given school be responsible for working with the human relations classes as long as they are separate entities. After these classes are no longer separate entities, it may be possible to run either inservice or special summer institutes dealing with the question of human relations and its role in the Syracuse Public School System.

THE TEACHERS REACTIONS:

Each teacher was asked to address himself to four questions. The questions were:

1. Next year, how can a human relations course achieve the maximum amount of effectiveness in terms of:
    a. Impact upon the schools, where and how;

b. Student participation both in and out of class;

c. Curricular materials which have been or might be of increased use to you in your teaching;

d. Teaching or leading techniques which were particularly useful and effective in your teaching.

The responses of the teachers, in their own words are appended.

HUMAN RELATIONS CONFERENCE

--NOTES--

March 28, 1969

1. At the request of Dr. Roy A. Price, Director of the Syracuse University Social Studies Curriculum Center and Co-Sponsor of the Experimental Human Relations Course, a series of meetings have been held. These meetings have been held in room 410, Maxwell, at 9:00 a.m. on the following dates:
   March 14
   March 21
   March 28

2. March 14 Meeting

   a. Dr. Price related the background of the Human Relations course, and referred to a recent conversation with Dr. Gerald Cleveland, Assistant Superintendent for Instruction for the Syracuse Public Schools, in which Dr. Cleveland requested some specific information regarding the course.

   b. Present at the meeting were:
   Dr. Price
   David Fendrick - Corcoran High School
   Japhet Zwana - Central Technical High School
   Jospeh D. Panaro - Henninger High School
   James Ritter - Nottingham High School
   Brian Larkin - SU SSCC

   c. The main topic of discussion centered around the structure and content of the course, as it is currently being taught in the four individual schools. It became clearly apparent that the single course var markedly in the four schools, both from the structure of the co it stated in the "Tabors Report" and from each other.

   e. It was decided to begin at once the preparation of individual reports by each of the four graduate assistant teachers which would indicate exactly what each was attempting to do and what each in fact was doing. The development of the form and content of this report was to be the topic of the following meeting.

3. March 21 Meeting

   a. The primary purpose of this meeting was to develop a format for the individual reports relating to the teaching of the human relations course, which would show both what was being done and how it was being done.

   b. The following outline was developed:

      I THE STUDENTS
         A. Number
         B. Kind
         C. Interests
         D. Equipment

- II OBJECTIVES
  - A. Group Objectives
  - B. G. A. Objectives
- III COURSE OUTLINE
  - A. Planning Group Outline
  - B. Outline of What Was Actually Taught
- IV PEDAGOGIC TECHNIQUES
  - A. Teacher Activities
    - 1. Strategies
    - 2. Techniques
    - 3. Methods
  - B. Student/Class Activities
- V MATERIAL AND MEDIA
- VI EVALUATION
  - A. Techniques/Methods/Evidence
  - B. Outcome of Objectives
  - C. Concomitant Outcomes
- VII PROBLEMS ENCOUNTERED
- VIII CONCLUSIONS AND RECOMMENDATIONS

4. March 28 Meeting

A. The purpose of this meeting was:
   1. To discuss and compare the statements of objectives
   2. To discuss a proposal by David Fendrick to hold a HR Conference

B. Japhet Zwana was not present. He had, however, sent a statement of his objectives for consideration.

C. The only conclusion to be drawn from the discussion of the 4 HR teachers' objectives is that they are or appear to be more precise and less ambitious than those stated in the "Tabors Report."

D. The Conference Proposal follows separately.

5. THE HUMAN RELATIONS CONFERENCE PROPOSAL

A. The proposal - To hold an all-day conference in late April or early May at University College of all students and teachers involved in the HR Course in all four schools.

B. Purpose
   1. To test the effectiveness of the course in Human Relations in terms of the students' abilities to meet and talk with others;
   2. To share techniques between teachers for teaching human relations and between students for meeting and talking with others;
   3. To spread and increase contact between members of different and sometimes rival schools.

C. Background - The four HR Teachers reported that last term a conference similar to the one proposed was held. All agreed it had been a success in terms of its objectives. On the point of its merits, it should be noted that Mr. Fendrick was most enthusiastic, while Mr. Ritter was obviously reserved although not negative.
   1. Format - 9:30 a.m. to 3:30 p.m., divided into three sessions, with a lunch break.
   2. Agenda - Included a film and three topics
      a. Walk in My Shoes (film)
      b. Conflict
      c. Violence
      d. Generation Gap
   3. Procedure
      a. HR Teachers were excluded from conferences
      b. Students were divided into 8 groups, which met separately for 45-minute periods.
      c. Students were re-divided into 8 groups at the end of each 45-minute period.
      d. Students reported on their experiences to the HR teachers at the conclusion of the conference.

D. Procedure
   1. Establish Planning Committee
      a. Students - a boy and a girl from each of the 4 classes
      b. HR Teachers - from each class
      c. HR Coordinator
   2. Date for meeting of planning Committee: April 18, from 9:15 to 10:00 A.M., in a room in Maxwell.
   3. HR Teachers will have their individual classes select their own representatives, and will arrange with the principals of their respective schools for release time for the representatives on April 18.

E. Representatives from the Board of Education and/or school administration might be invited to observe and/or participate in the Conference planning session and/or the HR Conference.

HUMAN RELATIONS

Conference Planning Notes

April 22, 1969

Background: See: "Human Relations Course--Notes--March 28, 1969"

Meeting:

1. Purpose: To plan format and agenda for the proposed Human Relations Conference
2. Place: Maxwell Hall, Founders Room, Syracuse University
3. Time: 8:30 a.m. - 12:10 p.m.
4. Present: Dr. Roy A. Price, SSCC Director
   Mr. Rudolph A. Zieschang, Supv. of Instr., Syracuse Public Sch.
   Mrs. Stephen Bailey
   Mr. Brian J. Larkin, SSCC Coordinator
   Mr. David Fendrick, HR Teacher, Corcoran HS
   Mr. James Ritter, HR Teacher, Nottingham HS
   Mr. Japhet Zwana, HR Teacher, Central Technical HS
   Mr. Joseph Panaro, HR Teacher, Henninger HS
   2 representatives from each of 5 HR classes

Comments:

1. Mr. Zieschang suggested that his School System might be able to finance part of the cost of a 2-day conference.
2. The students stuggested they would like to try to raise part of the cost of such a conference.
3. A 2-day conference format was suggested by Dr. Price, generally agreed to, and follows below.

Human Relations Conference:

1. Purposes:
   A. Promote a better understanding of other's problems
   B. Promote a better understanding of other's attitudes
   C. Promote a better understanding of and sensitivity to the processes by which individuals become members of groups.
   D. Make new friends and acquaintances
   E. Promote greater understanding between schools
   F. Decrease inter- and intra-school and racial tensions
2. Place:
   A. Sagamore
   B. Others, if advisable, at discretion of Dr. Price
3. Date:
   A. 1st Choice: May 16 and 17
   B. 2nd Choice: May 23 and 24
4. Agenda:
   Friday, May 16 (or 23)
   1:00 p.m. Depart by bus for Sagamore
   4:30 p.m. Arrive Sagamore, check in, and get settled
   6:00 p.m. Dinner
   7:30 p.m. Sensitivity Process - David Fendrick
   8:00 p.m. Role Playing Demonstration - Albert, Nick, et al.
   8:40 p.m. Small group discussion, promoted by role playing
   9:30 p.m. Record dance
   Saturday, May 17 (or May 24)
   7:30 a.m. Breakfast
   9:00 a.m. Small Group Discussions - #1
   9:55 a.m. Break
   10:05 a.m. Small Group Discussions - #2
   11:00 a.m. Free time for recreation

12:00 p.m.	Lunch
1:30 p.m.	Small Group Discussions - #3
2:25 p.m.	Break
2:35 p.m.	Small Group Discussions - #4
3:30 p.m.	Free time for Recreation and packing
5:30 p.m.	Dinner
7:00 p.m.	Bob's Sensitivity Service
7:30 p.m.	Depart Sagamore
7:45 p.m.	Return Trip Evaluation of Conference
11:00 p.m.	Arrive Syracuse

5. Conference Theme: "Sensitivity: Who am I, and Who is He?"

6. Topics to be organized for discussion:
   a. Personal Relationships within the School
   b. Personal Relationships within the Urban Community
   c. Societal Values and Me
   d. Drugs
   e. Sex: Education and Values
   f. The Family: Structure and Function
   g. The School: Structure and Function
   h. Who am I?
   i. What is Man?
   j. The Individual Student vs. the School
   k. Friendship

7. Films suggested as topic openers:
   a. Toys
   b. The Jungle
   c. Walk in My Shoes

8. Other Activities suggested
   a. Bob's 8mm film
   b. Prepared Drama, Nina and Karen, et al.
   c. Total group involvement in role playing situations

9. Discussion Group Organization and Procedure
   a. All individuals assigned a series of numbers.
   b. Not more than 9 or 10 persons per discussion.
   c. At end of discussion period, individuals would shift to other discussions, according to numbers.

10. Other Student Suggestions
    a. No Outside Speakers.
    b. Fair and positive press publicity, before and after.
    c. Integrated (interschool and interracial) seating at dinner.
    d. Determine objectives and content for HR Course for next year.

To Be Done

1. Determine Date and Place
2. Determine number of students to attend from HR Classes
3. Determine amount students are able to contribute
4. Determine whether School Administration will finance remainder
5. Confirm reservations
6. Arrange for transportation
7. Arrange schedule of topics
8. Other (please specify)

David A. Fendrick - Corcoran High School - January 31, 1969

Since this has been my first experience in secondary school teaching, it would be of little use to compare the past term with my earlier position at the college level, a very brief and simple attempt, then, at making some judgments about the level and importance of the class, offered (sp.) from the point of view of a participant observer.

In terms of the impact of this class (on other students, teachers, administrators, and citizenry of one sort or another outside the school); at a superficial glance one might consider it intense. Because of several outside activities -- a partly televised presentation to the Mental Health Association; a radio talk show; etc. -- as well as the intrinsic excitement re the drama-like techniques used in the classroom, which some of the students shared with others in the school, there did occur some degree of positive notoriety. Many teachers at Corcoran became interested in the Human Relations class; preliminary discussions with English and Social Studies teachers yielded an interest on their parts to adopt some of the H. R. "method" and aspirations; it is difficult to be certain but it seems that the class has gained in popularity among the student body.

The impact on the students themselves is difficult to weigh at all accurately --- in terms of increase or decrease in prejudice, for instance. There was a greater degree of participation as the semester progressed, but whether that change indicates the degree to which the class was effective or simply the development of ease in an informal classroom situation is hard to tell. (sometimes it seems that impact is greater by hearsay than by actual class experience...) There was a change from ground zero, to be sure, but whether that change depended on the course is not clear yet. There was, re participation, often considerable conflict (to the last day), but the conflict appeared to be enjoined more and more by individual personalities rather than by the human ciphers representing a racial and/or generational point of view in the "parrot politics" style, who seemed so prevalent early in the course.

I have little to say about curricular materials. I used none. This will be changed this semester to some extent and probably on an ad hoc basis. My class did, I feel, suffer from lack of structure but I don't believe that the imposition of outside reading assignments can validly serve as the informational base of this particular course. (My personal hope, I should add, is that the course develops a "self-destruct" design so that, in a given number of years, this can all be done in every formal class by appropriately trained and/or qualified teachers.)

If it seems useful, I will develop a later memo on the methods I found successful and generalizable to other teachers. Suffice it to say for the moment that my experience has at least taught me a good deal and, judging from very rough observations and heresay, the effect of this course upon both the participants and those in their academic environment has been considerable. The significant questions here are "Why?", "How?", and most importantly, "Can we do it again?".

AN AFTERTHOUGHT

Two, actually. First, from a thoroughly non-objective point of view, I feel that the class was a practical success. In the semester-end paper, one of the most conservative white students, for example, indicated that although his prejudice had not diminished, both understanding of self and recognition of unfamiliar social problems had increased. Certainly not terribly scientific evidence but, in the light of the circumstance, a considerable stretch for that young man.

Next and last, I should say this about myself. If I brought (and could verbalize) a guiding principle to my particular class, by either unconscious act or conscious intention, it would be something to do with dignity and respect for the "one" or the individual as both part of his group and as a separate entity. Some element of this has to do with technique, no doubt, but mostly -- my intuition tells me -- it has to do with the conviction and intention of a teacher. I can see no reason why this rather simple increment to the classroom should not be instituted as a universal and necessary element of the public school teacher's education.

REPORT ON THE HUMAN RELATIONS CLASS
David Fendrick - Corcoran High School
May 31, 1969

I. The Students

The fall term's class had an enrollment of twenty-five (25) and was held stable; the more recent group was far less stable in number, beginning with 23 pupils and culminating with an enrollment of 36. The sex/race balance was almost perfect the first semester--12 black and thirteen white students; the latter group was two-thirds white, with more women than men. This human relation teacher had more control over student selection during the first term which resulted--I believe--in less neutral and reticent students. Several of the second semester students were "dumped" into the class, creating inordinate difficulties in what was a tenuous and an experimental situation, at best.

Interests and "equipment" were in no way uniform; this, of course, is desirable and was an advantage. Those interests least impervious to any strategy were: (1) subject orientation, i.e., students joining the class to learn sociology, for instance; (2) the need for the credit with no equivalent "need" for the course.

II. Objectives (excepting in the Conclusion, this report will deal, henceforth, only with the spring class)

The course objectives, although never explicitly clear to this teacher, seemed to imply a goal of behavioral change in the direction of less intolerance between the races and a greater degree of knowledgeable acceptance of and participation in those relationships bearing most heavily on the life of a senior high school student--i.e., with parents, with teachers, with administration, with other students.

My own goals re the course were less comprehensive than the group goals and probably less behavioral than attitudinal. (It is a strong feeling of mine--rendered firmer by this experience--that behavioral difference may not be demonstratable in such a short period of time, even though a potential for such change may have been excited.) Stated simply, they were to arouse enough confusion, in terms of rigid views of "self" and "other", so that each student would force himself to replace his or her usually simplistic answers with questions. The hope was that this goal-achievement would be measurable in some way; at present, my subjective judgment of students' responses is the only yardstick. In my goal-orientation, there was no attempt to evaluate "right" or "wrong" behavior or attitudes; the intention was simply to create a free and dynamic environment so that the greatest number of alternatives could be brought to the class by each of its individual members.

III. Course Content and Materials--the Course Outline

The content of the course was the previous and present experiences of the students and the teacher, drawn from any source available. The materials most useful were those directly related to an individual's experiences; books, newspaper articles, poems, television news reports, films, et al, were communicated to the class by different students for their own reasons and, as often as possible, at their own behest.

The only formal materials we shared in common were occasional audial, audio-visual and print items brought or encouraged by the class. These did not create a pattern nor did the teacher attempt to design one; there was no outline for the course, as such, except for an attempt to begin the term with the most generalizeable concepts and groupings and to work toward the more specific and intense experiences through time. What was "taught" was interaction (I hope), and its instruction was almost entirely process-oriented, with content and material serving merely as fodder for the process.

IV. Course Structure

There was little course structure. There was an attempt made, however, to structure individual situations (as they occurred) so as to provide the maximum amount of dynamic and group-oriented awareness for the class.

A structure was not devised, but one did develop (in both semesters). It proceeded roughly as follows: first two weeks open discussion, *led* by black and white, about the course and its possible directions; next two weeks--"teacher" led pupils through some general discussion *re* love, stereotype, prejudice, tolerance, the individual, *et al*; next six weeks--pot-pourri of discussion, role-playing, planning of conference, the "Synanon game," other games; next two weeks--an attempt to bring class to focus on individual and group behavior *in class,* with criticism and comment; last two weeks--papers written in class, final oral criticism of class and teacher by the class, and last-minute sensitivity work.

V. Methods, Stragegies and Techniques

The basic strategy used in the Corcoran course was, as implied above, to involve each individual student with as many other individuals as possible in terms of each point or issue or experience brought into (or happening within) the classroom. The methods used were multivarious, depending on (1) the specific individual or situation being involved or exposed and (2) the chronology of the semester. These methods included, in approximate order of their occurrence: direct questions during open discussion; criticism of non-class members; stimulation of general argument over commonly-used terms--e.g., prejudice; teacher *requests* of individuals or small groups to lead or stimulate informal discussion on topics of their own choosing; the "Synanon game", which is one student in the center of a circle of classmates being quizzed by those classmates (*all* students *and* the teacher had to sit in once); role-playing--an improvised acting out of a situation or an argument--with discussion following and the same "roles" with new "actors" being attempted afterwards; small group break-up--completely unstructured and uninformed fragmentation (into groups of 4 or 5) of the class for a period, with a "secretary" from each group reporting the following day; class-wide non-verbal sesitivity exercises; in-house criticism, student and teacher. There were probably other methods used, but they are neither noted nor remembered now. The basic approach or guiding philosophy of my intentions was dictated by a desire, in every case possible, to extend respect and dignity to each individual, based on that particular individual's expression of himself to me and/or to the class.

VI. Evaluation

There is no way to generalize here; moreover, we found no method of evaluation--beyond opinion or conjecture--in time to measure the success or failure of these classes.

My students (from both semesters), at a ratio of about 5 to 1, expressed in writing a positive reaction to the course in terms of its effect on them, specifically. Many felt that their "understanding" had increased, that their desire to improve themselves had been heightened. They also offered criticism and suggestions that will be discussed in the concluding section below and in a later paper.

My own evaluation is less enthusiastic. Although some of them probably gained from the course, those students that had been "dumped" into the group often drew off the class energy. The lack of formal materials was neither good nor bad; they are useful, it seems to me, only in terms of a particular teacher's techniques and could only be judged on that basis--if one assumes the goals I chose are valid. In my case, the concern for the interaction itself far outweighed the "factual" basis of that interaction (a condition which I made very clear to my class).

The "Synanon" game, the non-verbal sensitivity work, the slow teasing-out of individuals on their own terms, the attempt to make myself as vulnerable to the members of the class as I hoped they would become to each other and to me--these attempts met with varying degrees of success, judging by their effects on the reducing of barriers between the students. The role-playing exercises were not nearly as dynamic this semester as they were the last, however, and the interest or general intensity of the class was also at a lower level.

VII. Conclusions

In general, I was not as effective this semester; this may have been due to, in part, the racial friction in April (and the time and effort it was necessary for me to expend elsewhere) or the failure of the conference to materialize. The most potent difficulty, however, may have been my own. What had been a virtue during the first semester had become a bit of a detriment during the second. I refer here to my ad hoc approach to this course and my lack of tested and learned teaching techniques that might have rescued the class from its occasional boredom. Nevertheless, most of the class members did seem to me to gain some breadth of awareness. One white student from a low-income family, who had been quietly cynical about the course during most of the term, was able to communicate that bitterness a few days before the class terminated, both verbally and on paper (see H. W's letter). He told me recently that his expression of feeling in class about his educational background had been his first open exposure of that deeply-rooted animosity to anyone--and he expressed it, at that time, to the entire class. (Moreover, he expressed it articulately, a phenomenon that neither his other teachers nor his grades would have indicated.) One can only guess the toll that his internally-borne bitterness has taken on his potential for education.

No doubt the newness and unpreparedness of the teachers to the "field" was a weakness this year's classes will not have to go through. The reports from my students indicate, moreover, that the field trip and the outside speaker delight and stimulate them, or at least some of them.

Let me finish with a few suggestions to those who will formulate classes like this in the future. First, keep professional rigidity (or preconceived notions) to a minimum; it would be best, I believe, to "teach" this class by responding to it in the most flexible way. Second, make the most important "teaching" goal that of enhancing an individual's ability to relate to others; be careful not to overemphasize the human relations concepts to the detriment of human relations itself. Third, keep in mind that most of your young men and women will not have had the freedom and responsibility of choice that this class entails; therefore, as carefully as possible, prepare them for that freedom both methodologically and by virtue of your own classroom flexibility and even vulnerability (my lack of method here was a weakness in my classes).

Finally, if you are able--and this may be the most important--discover ways to transmit the value of this course back through the school, to other students and to the administrators BUT PARTICULARLY TO THE FACULTY!!!

Joseph D. Panaro - Henninger High School - January 31, 1969

The effect of the class on the students, most of whom, in this group, were unaware of the nature of the class before they entered, was varied, of course, but in general most expressed positive feelings. They now feel that other people have to be dealt with and accepted on their own terms, though they may not like it this way. Some whites admitted racial prejudices at the beginning and continue to have the same feelings, again with the qualifications mentioned above. The black students say they have become less hopeful of conditions getting better, and that they like white people less now than before, although this change cannot be attributed solely to this class experience.

Several students feel the groups should now try to do something for the school to better intergroup relationships by creating a club for that specific purpose. Others have been holding discussion groups of their own in study halls to spread the word about the class. Other faculty have been helpful and interested, though this includes a relatively small number of the entire staff. Some mention the existence of the Human Relations class to their students, and advise taking the class. A few ask questions about what we do, or mention that some of the kids bring up in their classes some of the issues we have discussed. A couple of teachers have even mentioned that this would be a good thing for the faculty to become involved in, especially concerning teacher-student relationships.

With time, the entire school should be aware of the existence of the class as a meeting place for students to come during school time, with credit received, to decide their own curriculum. This advance knowledge will help to overcome the difficulties in this line this past semester. This is the key materials, teaching strategies will fall in place if this initial direction is given, as is the usual in normal teacher-directed classes.

Students entering should be made aware of the nature of the class, unlike this particular group, most of whom were not prepared to define discussion topics or plan class activities. Also, although it is difficult to tell who is benefitting and who is just passing the time, each member of the group should have to accept some responsibility, and not just warm a seat, as several did. This responsibility could be leading a discussion, participating in a role-playing skit, preparing a report, or some contribution to the group. If there continues to be no control over selection of participants, and this may be the best way to proceed, then the teacher should have some discretion about dropping someone who does not participate.

A few selected materials might be appropriate, such as the filmstrip on the nature of prejudice or a short film designed as a discussion opener. Required readings or specific assignments, it seems, negate the basic rationale for the class. Mostly, any reading and research should evolve out of the group's decision to focus on particular topics. Speakers from the ghetto, policemen, welfare workers and clients, and others that are involved in controversial or areas of interest from the community would add a touch of reality.

The students should continue to carry the burden of the class. It is important that the teacher not become the central figure, or it becomes just another class. The beginning of the class, the first few days or a week is where the teacher may play a key part, in setting a tone, establishing a few guidelines, and trying to develop group cohesion. Games that require cooperation among members of a small group and group competition might be a technique to use here.

HUMAN RELATIONS REPORT

Joseph D. Panaro - Henniger High School

May 31, 1969

The second semester Human Relations class at Henninger had an initial sign-up of over 40 students. After a few weeks the number settled at 25 and remained near this level for the rest of the semester. Most of the students were in the class because of free time, either having been removed from other classes or because they needed the credit to graduate. There was not one among the group who was a class leader, and very few who intended to continue their education.

Objectives of the class were very general and related chiefly to developing the students ability and facility to communicate with others in order to: 1) gain a greater insight into his own personality; 2) be more willing to accept other people on their own terms; 3) better function as a member of a group. Several strategies were used to attain these objectives, all of which were student directed. They included: 1) small group discussions in which later one person in each group reported to the entire class; 2) T-groups directed to analyzing how individuals function when members of a group i.e. as leaders, as antagonists, without speaking, etc.; 3) large group discussions centered around a specific topic or to what ever the group eventually decided upon; 4) small group research reports on a topic of the students own choosing; 5) and on a few occasions, the Synanon "game."

There were no specific assigned topics or other substantive type course content. No reading or other out of class work was required other than what the students voluntarily chose for their group reports. The class functioned by and large on a day to day basis unless a particularly interesting discussion carried over to the next day (this rarely happened). One film strip and record was used early in the semester illustrating the nature of prejudice. It was thought fairly interesting and generated a few comments, but many showed no interest or thought that it was not worthwhile. No other materials were used primarily because the class preferred conversation over media.

Judgment on the attainment of objectives is a subjective decision. What I personally had hoped would happen didn't take place, although in answer as to whether the three major goals were reached, yes or no, the answer is yes. The yes is in quantitative terms; that is, there was a difference in the student's abilities in these areas at the end of the term - according to their own comments about the class. But, I noted very little difference in qualitative terms, in the students' actual behavior. It seems as if there was a basic realization of these goals as the desired outcomes mixed with a belief that they had been accomplished.

My own evaluation is based on the very limited success in using the several teaching techniques mentioned above. The large class discussions were the overwhelmingly used routine. Several students carried these discussions day in and day out. The group reports got only to the second group before they were discontinued due to lack of interest ("too much like a regular class") and unwillingness of the students to do the background research. The results of the small group discussions were mixed. Most of the groups didn't function consistently (4); two others developed fairly well, but because of the failure of the others - the students said they preferred the larger group format - this method was also discontinued.

The interest of this group was not very high. They were not in the class because they wanted to take part in the discussions oriented to human relations - individual behavior, group behavior, race relations, parent-child relations and school problems. A few did outstanding work, but many played a minimal role. Absenteeism was fairly high, generally about 75% of the class was present. The lack of interest meant a general unwillingness for the students to confront one another in any prolonged, serious discussion.

The class was set up as student-directed, but there was little of this. This is a new kind of experience for them and they need direction. The opinion was unanimous that Human Relations should be taught at lower levels and not be begun in the last semester of high school. The next year's class should probably be more tightly structured for the first few weeks with the students then gradually assuming more control. For the first days, the best teaching strategy is to build group cohesion in order to get the students to feel comfortable, as a group, with some sort of "elan." Our class went to a restaurant for lunch which was the highlight of the term. They looked forward to the all day or week-end conference that was finally cancelled. It should be reinstated.

With a different group, made up of students who were aware of the nature of the class and were motivated to participate in this type of activity, the outcome, I'm sure, would have been more glowing. But this type of student, i.e. this semester's class, is not a small minority and yet is being overlooked. The motivated student doesn't need this type of class as much as the "indifferent" type. They are a more difficult problem to handle, but it seems to me a situation that requires more attention from the schools.

James Ritter - Nottingham High School - January 31, 1969

The impact of the Human Relations course was perforce minor as it was a very small part of each student's life for a brief four month period.

The significant point about high school students is the numerous forces and pressures being brought to bear upon each of them. Nevitt Sanford has observed that "institutional coherence and strength of peer culture vary inversely. When faced with fragmentation among adults, students turn more exclusively to each other..." Nottingham students are faced with a great deal of fragmentation not only among the adults they deal with both in and out of school, but fragmentation of the student body. The reaction to the adult fragmentation is to value peer culture above all else. The understandable reaction to diverse values and cultures within their own peer group is to create sub-peer group cultures.

This movement toward complex social organization is observable in any group of people. The important variable however is the degree of separation as compared with the degree of cohesion, and the movement of these over time.

Nottingham, and probably all secondary education, tends to reinforce the peer group subdivision partly unconsciously and, possibly, partly with a conscious aim in mind. The unconscious reinforcement comes about because of the institutional constraints which for the most part are imposed upon the school from without. The possible conscious reinforcement may be the staff's personal reactions to the very difficult situation with which they have to deal. This could manifest itself in many ways (for example, the showing of approval and kindness to those doing what is deemed "proper", and the showing of disapproval or dislike for doing what is deemed "improper"), and would reinforce existing sub-peer group cultures by providing additional common bonds, aims and antagonisms.

Nevit Sanford has provided some additional insights into the problems of education in an increasingly complex society:

Nevitt Sanford has provided some additional insights into the problems of education in an increasingly complex society:

> "The practical results of increasing complexity are familiar (in educational institutions.) The more students there are, the more disconnected they tend to be from each other, from the faculty, and from the administration. Attending larger classes, students have less opportunity to know their teachers; and dealing with a largely impersonal bureaucracy, they are taught to regard themselves less as people then as sets of responses to institutional requirements. Instead of getting to know an admired adult, they are dealt with by offices in charge of such functions as registration, counseling, teaching and discipline---all according to a model adapted from business and the military. To the people who perform these functions, students appear less as individuals than as "problems" in the areas handled by each office. Conversely, the student is rarely able to deal with adults as individuals. Observing (the many roles of the teachers), the student is impressed by their inconsistency.
>
> "Underlying the fragmentation of the (educational system) is something even more serious and that is the loss, or at least the erosion, of the concept of person. The effects of this are seen in various spheres of our national life...(The) loss of the concept of person (has) occurred in education, at all levels beyond nursery school.
>
> "Educational institutions have carried this process of fragmentation about as far as any other institution in our society...Small wonder that students who adapt themselves to the educational system begin to conceive of themselves as fragmented - and alienated from society and from themselves."

My aim at Nottingham was to attack (1) the subdivision of peer groups and (2) the institutional fragmentation in such a manner that each individual would increasingly accept as individuals those belonging to other groups within the school. With a heterogeneous group representing the entire spectrum of the school population, there is a real problem in getting and keeping all the students grappling with the topic at hand. This problem is made more acute by the fact that the students who have not adapted themselves to the educational system tend to opt out of any class which they consider is oriented too much to those students who have adapted themselves to the educational system. The third aspect of the problem is that both of the others have to be dealt with in the school environment which may or may not be conducive to the individual student (the home and/or societal environment is beyond the province of the educational system and must therefore either be disregarded or considered as a given).

In summation, as I see it, the problem to be dealt with in Human Relations, given a good cross section of the school population, is three-fold. First it must be relevant and a learning process for the students who have (in their own minds) somewhat compromised their individuality by adapting to what appears to them to be a fragmented and inconsistent educational system. Second it must also be a relevant and learning process to the students who have not adapted to the educational system, and so feel left out of the educational system and different from the students who have adapted. Third is the problem of doing both of these difficult tasks simultaneously and in such a manner that both the "adapted" and "unadapted" groups continue to associate, interact and become familiar with each other.

HUMAN RELATIONS COURSE

Mr. Ritter - Nottingham High School - May 31, 1969

I. Students: 30 enrolled: 15 seniors or PG students, 14 juniors, 1 sophomore; 17 males, 13 females; 3 black males, 14 white males, 2 black females, 11 white females.

Interests vary from being very concerned with the salvation of their fellow man to being less concerned. The entire continuum is symptomatic of the important forces in their lives. A vast majority--if not the entire group--are almost entirely concerned with problems which they consider central to their own lives. These problems originate in the home and in the school (the peer group) environment for the most part, although there must be a good deal of peer group association away from the school, especially during vacations.

A few are academic achievers, some are moderately interested in the world around them, and many are in the course to get the half credit in order to have the requisite number needed to graduate. Since the objective of the course is to increase individual human understanding, all of these students have in my opinion a legitimate place in the Human Relations course. If I had one predominate fear over the conduct of the course "in-house" next year (and I do), it is that the course will take on academic overtones which will very effectively separate the academic achievers from the non-academically inclined (but NOTE that they never-the-less are sufficiently motivated to attend despite the rather obvious differential between themselves and the high achievers). My point here is that I asked the school for a spectrum of the students in the school--male and female; black, white and any other color represented; all religious denominations and ethnic groups, kids with a "good" attitude and kids who just didn't like school. The school obliged me and as a result I have had two heterogenous classes; the result has been that some of the students have been interested at some time or another, some have been tolerant, and some have been plainly hostile and seemingly avoided any involvement. But the important point is that a wide spectrum of Nottingham students has come together daily to discuss various aspects of human affairs as they seem relevant to themselves or their fellow students.

II. A. The students had a varying mix of objectives, but the two most predominate were the quest pure and simple of the ½ credit and the very vague hope of becoming more or better prepared to understand and/or help their fellow man. Deciding upon a course outline with the class required a great deal of prodding from myself....it would have been quite easy to influence the group in any way I desired and then gotten the class to legitimize whatever Objective I foisted upon them. The original objective of the course based upon the premise that students want to have a say in the objectives and outlines of a course is --based upon my experience at Nottingham--entirely false. By-in-large, high school students want the esteem of the people they respect (both in their peer group and amongst older people) and they use the abilities they possess to strive toward this goal. But intellectual endeavors are terribly consuming both in time and energy, and the pay-off is usually not terribly great. Also, agreement amongst a number of people is very difficult to attain. When the idea of student participation in deciding course objectives and course outline was explained to me prior to the commencement of the course, I was extremely dubious about how it would work. My doubts have been confirmed.

II. B. Instructor's Objectives: My objective was to have maximum student participation without setting up artificial situations between various students, classes or groups of students. I made a conscious attempt to discourage polorization on racial or religious lines. If the class was nothing else, I tried to make the atmosphere one where both the meek and the bold could have their say. More often than not the meek did not exercise their perogative, but I believe they knew they could if they wanted to. The value of an unstructured class, in my opinion, is that it can be an object lesson in the difficulties of any group action. Accordingly, I attempted to exercise very little authority over the students and did not pressure them individually (or as a group) to get their work done.

III. Course Outline: The semester was broken up into three sections. The first general topic was Education with sub-topics of Student-Teacher Relations, The Family, and Racial Problems. The second topic was Poverty and Urban Affairs with sub-topics of Crime and Police, Welfare and Medicaid, Housing, and the Negro in Syracuse. The third topic was Societal Values, with sub-topics on The Class System, Cultures and Sub-Cultures, Societal Institutions, Children and Society. The outline was worked out with the class and every student was assigned to one of the three topics. The committee members were supposed to decide upon the topics to be discussed each day and the books to be read by the committee members along with the sections to be read by all the members of the class. Books with exerpts to be read by all members of the class were to be put on Reserve in the library by the committee for that topic, but this did not work out very well and fell by the wayside.

IV. Pedagogic Techniques: I used the student reports as much as possible as a springboard for the general discussion. On occasion I used a newspaper or magazine article if it was pertinent as the starting point. On other occasions, one or more of the students wanted to discuss something which was happening or had recently happened, and this lead into a general group discussion.

The student committee also was encouraged to invite guest speakers into the class, and arrange for class trips. Among the speakers have been the principal, vice-principal, a lady from the school cafeteria, and a gentleman from Dunbar Center. The visits included Croton School and Croton-on-Campus, Bishop Grimes High School, Roosevelt Junior High.

All the students have been required to read two books related to human relations, write short reports and orally report on one in the topic assigned as a committee member. Additionally, this semester I have had a student a day read orally from Gibran's The Prophet in order to give everybody another chance to speak in class.

V. Recommendations: I would have a basic core of reading which everyone would be required to read. This could be supplemented by reports on related books. The lack of a common core of knowledge was often a hinderance to general discussion. The problem to be avioded however if you want to keep participation on a wide spectrum, is that of becoming too academically oriented with recognition for those who display the best understanding, etc. This, in my opinion, would polorize and eventually break up the class.

Japhet Zwana - Central Technical High School - January 31, 1969

I had thirteen students in my class: three sophomores, five juniors and five seniors. Six of them were black and the rest were white, a good balance.

Four students comprised the class executive whose purpose was to plan special activities for the class with the help of the teacher. Occasionally the students led discussions and other classroom activities.

Whenever I was not available on Fridays, the students either joined with the other session or went to the study hall.

I would like to say at the outset that this is not an evaluation account. Rather it is a series of observations from which some evaluational conclusions could be drawn.

It was interesting to note that the fact of my nationality did not make any difference to the students. Many of them openly said to me later in the semester that they had been wondering how they would take me as an African teacher. But after the first two meetings they did not feel there was any marked difference except for the accent which, they said, did not bother them in the least.

The Course is not structured. However, with the help of the class executive committee, the class and the teacher, at the beginning of the semester listed the topics and activities that the students were most interested in and were most concerned about. Outdoor activities were suggested but the weather was much in the way of execution.

Topics included, among other things, race issues, sex, family problems, drugs, teacher-student relationships, American politics, marriage, styles and other strains of interrelationship.

At first most kids, not used to free expression in the classroom, were rather reluctant and shy to speak. As time went on they relaxed and throughout the semester participation was lively and enthusiastic. The informal atmosphere in the class encouraged students to talk to one another about common problems in and out of the classroom. I asked the students to address me by my first name if they wished. All of them did. Early in the semester there was calm hostility between white and black students. It manifested itself in the manner in which discussions were usually polarized. The two groups always took opposing sides of an issue. This attitude was intensified during occasions of upheaval in the school. It was with great pleasure when I noticed later on that the kids did actually realize from the objectives of the Course that it was not of importance who was right or wrong, or which group had the truth. They also, I am glad to say, learned that our sessions were not after forging solutions to age-long problems but that we were interested in engaging one another in honest and free exchange.

The students' Conference at University College was highly commended by my class and the common wish expressed was that it should have been a little longer - maybe a weekend.

There was a feeling in me that the Friday morning meetings for the Human Relations teachers did not serve too important a purpose. Rather than talk about our individual experiences, it would be better if we exchanged and shared our experiences in practice e.g., combining classes for discussions; exchanging teachers (Dave and I did it once and it worked very well) planning combined projects such as trips. Such activities, I think, would underscore the teamly atmosphere which is supposed to prevail.

Since there was an overwhelming request to repeat the Conference, I feel it should have come at the beginning of the semester so kids could talk together over what they would expect to do for the period.

I still think it is the duty of the Board to release a suggestive list of reading and research materials which teachers and students' may or may not use.

So far as evaluation is concerned it can never be objective. The achievement of the objectives of the course is hard to assess by conventional means. The changes in attitudes are observable and have occurred, but other than that there can be no statistical measure of amount and degree of change which evaluation would be incomplete without. Since the Course is essentially unstructured, there are no formal content tests and since it is a pilot course there are no previous records to compare notes with.

Most of all I think the request by students that it be made a full credit course is valid in that (i) they enjoy it and (ii) at the end of the semester kids feel they are just beginning.

ONE YEAR WITH THE HUMAN RELATIONS COURSE: RETROSPECTION

By Japhet M. Zwana: Central Technical High School
May 31, 1969

I. My own impressions.

As a trained teacher I found the Human Relations Course unusually challenging from different angles:

A. the units were not preplanned and imposed from somewhere above, so the teacher was not in a hurry (as usual) to finish the "syllabus" in the given time.
B. the students appreciated and utilized the opportunity (never heard of in schools) to participate in planning the course.
C. the Course called for a class atmosphere wherein the students played a leading role (not the teacher).
D. students were easily able to come up with sources of information other than "text books".
E. students planned and executed indoor and outdoor projects in consultation with but without the help of the teacher. All of them were successful.

An outline of available material either by the Board of Education or by respective schools pertaining to the Course would have helped in structuring the units. As it was it took too long a time for the teacher and the students to come up with the relevant material for a particular unit. For example, when we were dealing with marriage, for the section on teenage marriage the students expressed a wish to see a film show based on this. Since we did not know which of the numerous shows would be suitable, students had to choose some of their number to preview several shows before recommending one for the class. The point here is that if someone had taken the trouble to make a suggestive list of movies appertaining to this cut of discussion lots of time could be saved.

II. Students' Comments.

This section is going to be longer than the first because my own attitude towards the course has been "the students made it what it was".
I wish to mention that I did not set aside a special period for the students to make any comments concerning the Course. To do this would be to cause the students to endeavor to say what they think they are expected to say. The following comments were gathered over the year and were repeated by the majority of students in my class.

- the Course affords better acquaintance with other students.
- there is no reason to fear to express one's views freely.
- the teacher is there to guide and not lead the class deliberations.
- the Course is too unlimited--it is difficult to know how far to go with a certain unit.
- Nobody, including the teacher, thinks he has the right answer--class discussions are based on inquiry which often leads to individual discovery.
- Outdoor activitities such as trips, games, projects and Community service added a relevant dimension to the Course.
- the Black=White issue is a question more of understanding views and feelings than of passing judgments.
- the Course can benefit all students and therefore should be made compulsory for Juniors and Seniors and be fully accredited.
- the Annual Conference should be held at the beginning of the semester for (a) course orientation, (b) getting members of the Course from different schools to know one another and (c) to obtain further suggestions from the students that could be incorporated into the syllabus.
- the Board should set aside funds to help with out of city activities such as trips.
- more contact among classes in the different schools.
- the principals should make an effort to inform the entire staff about the presence and significance of the Course.

III. Students' involvement.

Whatever is being done in or out of class should be jointly worked on by the teacher and the students for if it is imposed by the teacher then it becomes official and kids have to do it anyway. If the teacher makes completely a burden up to the students to sort out--in most cases they become confused and wait for specific directions from above.

In this spirit there must be some sort of mechanical class organization. In my class I had a monitor who was like Class president and members of the class executive whose duty was to work with the teacher and the monitor on behalf of the class. One executive member was chosen to be responsible for in-classroom projects and another for out-of-door activities.

I cannot set down a stereotypical formula for involving students--all I can say is that it will profit the cause of the Course for the teacher to present such a variety of challenges as will engage the different talents represented in the class. It takes a devoted teacher to map out and match the differing interests of the kids and keep out of sight.

IV. Evaluation.

In a course such as this--this is the most complex thing to do the conventional way. Any evaluation should be based upon gauging changes in affective and behavioral tendencies. I was able to do this through observations in and out of class. One student who had vowed never to associate with whites at any level (as a result of his domestic influence) has wound up dating a white girl in the same class. One kid had a staunch belief that the poor are victoms of their own fault, but changed drastically after we discussed "The Poor and the American Political System" and after we visited and talked to a few welfare families at the McBride Project. Whereas at the beginning of the semester White and Black kids tended to be afraid of each other and were not free ona controversial topic, later barriers were shattered and there was sharp but honest give and take.

The influence of the Course spilt over the prescribed bounds. Over the past two weeks I have been receiving unexpected guests from other classes who deliberately ask for passes to the Human Relations Class. They have been asked why they came and the answer has constantly been that they have heard so much about the class they wanted to see for themselves. To date I have seven kids who have requested that they be in it next Fall.

The impact of the Course upon the kids has constantly increased with time. Students who were not quite certain of what they were looking for in the Course, soon found out. I have always had between 95% and 100% attendance in my class and absences are registered by those not in school that day.

I am opposed to the Course being extended to Junior High School in its present form. It is too informal for the Junior High kids to benefit from it. I would propose that once a year there be a Human Relations Conference for Junior High students where the Senior High students in the Course would play a leading role.

Last! I think it was a judicious decision that the Course be in the hands of regular full-time teachers for it requires full-time planning.

STATEMENTS BY STUDENTS

Following are statements by students who were in one or another of the human relations classes. In the first group of statements are replies to the question: "What did you like most and least about the class and your teacher?" The second group of statements are replies to the question: "How would you change this class for next year?"

The wording is the actual wording of the students themselves. The gramar is theirs. The syntax is theirs. The spelling is theirs. Nothing has been changed except for the deletion of specific persons' names and references which clearly allude to a specific individual.

The gramar, vocabulary, spelling and syntax say something about the students themselves. The ideas they express are often difficult to translate into another style.

PAPERS FROM HUMAN RELATIONS STUDENTS

The think I like lease, or hate in this lass is the fact that people in this class think their all different in so many ways. When these people have more in common then differences. I think we all want good times and success in life. And as far as the color barrier white and black people both come from two parents known or unknown. Both were born will live and will die. So why we the people are living why can't we all make life better. Instead of trying to destroy each others race. I'm prejudice agains't many people, all rich people, especially those that never have work. Every night I bust my ass working after 7 hours of this school. And for what; so I can drive my shit on wheels car and burn those cowards with big new machines afraid of smokin. I'm white, and this being majority ain't done nothing for me. And although sometimes I even hate the black man I respect their pride for it is pride like my own.

H.W.

* * * *

As a result of an individual completing the course, Human relations, a person should be more aware of what is around him--people. I myself learned things which I didn't know had even existed.

An individual should be more outgoing, willing and have the courage to meet anyone--no matter what his race or color or creed happens to be.

I learned that most people are more willing to listen and they won't put you down for your opinion.

As you have said many times, you will get as much out of Human Relations as you put into it.

B -

* * * *

The human Relations class is on the right track for bringing about understanding between the students in the class but better relations will not come from this. The students lie when asked questions, some of the blacks lie because they fear that if they don't the'll lose friends. Some whites lie because of fear of certain blacks. This is about the worst point of the class, since we can't accomplise, much with lies.

One of the best points of the class is the teacher. A Human Relations teacher has to be in a category of either white or black. And there should be no question as to his position, he should be 100% neutral. From my observation Mr. [illegible] is.

I do not think teachers of other courses such as math should have to or even bother to take additional courses in college for Human Relations. Do Human Relations teachers take extra courses in math to give students more understanding. Some people that are teachers are prejudice but they have to be prejudice on their own time, they can not and are not prejudice while teaching.

B -

* * * *

1. Liked open (disciplined?) discussions, Lack of written work, homework,etc. Liked talking with other students.

2. Disliked seperation in the class. The noise.

Critizisms of Teacher

A Teacher should come to class prepared to face the student. A lot of times the teacher comes late and sometimes he comes here after working on something else the night before and being tired or losing his voice. Or not coming on Fridays, leaving the innocent student in the hands of the wicked fairy god - liberain or Vice Principal or whatever.

Teachers should not critize thier wives, she might find out you said she was 7 yr old. She might boycott you and mess you up good.

J -

* * * *

((Likes of Class)): The general concept of improving human relations is an excellent one, a chance to hear the aired views of others, the meeting of new friends, and Mr. ....

((Dislikes of Class)): Often boring inactivity, loaded words insipid tensions, fight & near fights, not going to Sagamore, we spend too much time in the same room

To teach a Human Relations class the caliber of teacher must be human enough, (composed of the frailities of man) to teach a class which should require, if it is to be valid, a great sensitivity. This teacher must be a real, a sencere person who people of all races identify with.

Notes on Behavior Pattern of Hum. Rel. Class--

Behavior pattern must be loose to hold true with the theme of the class--to relate------but acts of the ridiculous & violent must be suppressed, for the other extreme (of complete license) cannot possibly acheive worthwhile discussion in any class.

M-

* * * *

This class should be a full time subject. This subject is very helpful, this year we found out about a lot of problems about the black and white which was very helpful to some people. It should be run the same way as you but with a little more dicipline and no visitors. I thought you were very good and so is the subject.

J -

* * * *

②

I really can't say as to what we've accomplished in our class. Maybe it's our fault because we didn't suggest anything, or maybe it's yours. We really can't blame you because you've been busy with .... & haven't had time to do much with outside activities. It would be nice to have a sagamore trip & work out sensitivity groups. Maybe some field trips - where - I'm not sure, but it would be nice to know what everyone is like out of class. You know, to find out who's plastic or not. Other than these few things, I would just like to know everyone better. I can't understand why our class can't get really in to each other's mind. It would be great if everyone could. How about one big sensitivity group soon in class?

D -

1. Things I liked about this course are:
    - A. Discussion between each other
    - B. Asking other student things about themselves
    - C. Becoming involved with student that I don't know good
    - D. Meeting new friends
    - E. Learning what problems others have to help and this really began a friendship if each other tell the truth

I really didnt't dislike anything about this course except when people started goofing around and being ignorant.

Some of the changes that should take place in the class is for the students to accomplish something among themselves without the help of the teacher, unless they ask him to.

C -

* * * *

I don't think you should have teachers to teach the class but just to precide over the class and see who participates the most.

W -

* * * *

The things I enjoyed about this class were - the synonon game because this revealed a lot of facts about individuals that sometimes were surprising. I also enjoyed the play-acting, and having no homework. Every class should be as open and free as Human Relations. In some classes, kids are afraid to speak up, consequently, the teacher feels they aren't participating and they receive a failing grade.

The things we didn't like were just talking around in circles and never comming to any conclusion. There were so many things we could have discussed and we always talked about preducce people, how to avoid it and so on.

As a teacher we feel you did you ob well, you were open and frank.

B and D

* * * *

Mr. .....
Mrs. .....
Mr. .....

I feel these people would be broadminded enough to let the class survive if they were assigned to it.

* * * *

The kind of teacher; they should a young teacher thats "hip" to the young ways or just a regular teacher that's "hip" to the ways. Some good teachers would be Mr ....., Miss .... or Mrs. .... The goals they should tackel are the same ones that we have because they are still important, unanswered, and mysterious to most of the student body.

The change of Attitude

To change someones attitude can be a pretty hard but it's been done. The problem with changing an attitude is you don't know which way it'll change. If it does change just hope it doesn't change to much.

J -

I think you have misinterpreted my conception of 'plastic' people. According to your statement in my yearbook - "Here's to more 'plastic' people - so we can begin to see each other with some truth & love & not be embarrassed about it or afraid to try it," you think these plastic's are a benefit to society. Good - if that's what they really are. I'm not saying I'm correct either. To me, plastic people are one's who have to put up a front in the hopes that this 'front' will allow others to accept them more readily. But you can't accept these people totatlly because you can't get inside their minds. They soon become so accustomed to this front that they have erected, that they can't be themselves to anyone, particularity to themselves. The believe themselves to be what they made up for themselves & not really what they were born to be. And because of the front you can't come to find out the truth & you can't love them. Love or truth can't be products of plasticity. Love and truth are the products of one's inner self that has been let loose to be known to people.

D -

* * * *

In a class like this I feel that a person should feel free to say whatever is on their mind about the topic of which they are talking about.

I think a teacher should be trained in Human Relation Affairs to put them out in the class and let the class talk about it.

I think that there should not be any written work because a student can lose all interest in a subject if at the last minute he has to take out paper and pen.

M -

* * * *

I enjoyed and got something out of discussing family problems. I was confused on the race problem, but it was not the class (directly) that made me change any ideas about it.

I think reading material is optional but the sensitivity gatherings were good and it was too bad we did them so late.

I have to admit that I really thought that you were affected by the administration here, but after the "race thing" we had here I knew I was wrong. You are OK.

D -

* * * *

Most liked the way we can talk freely and say what we think.

Least liked (1) When you bring up something and don't talk about it. For example when you wouldn't tell who the new teacher may be.
(2) Some kids never talked but I'm sure they had something to say.
The time we discussed S.... in class because you people don't understand.

P -

* * * *

Things most like: Discussion, free movement, group theapy

Things dislike: sitting around to much, not enough communication, no real depth in any subject, no variety of deep problem outside of racesem.

Things we should have done seen and talk about things we all dislike, take a feild trip

C -

* * * *

Most Liked	Least Liked
synonom - learn more about a person contact with other people	The sometimes lack of order and everybody talking at once I'd like more contact with the outside world-speakers.

B -

* * * *

Most like - class relationship with fellow students - getting to talk with people that listen and respect what you say - Role playing

Least liked - undiaplend by the teacher - letting certain student git away with things other couldn't - Unorganized by teacher

T -

* * * *

I like everything about this class. It's one of my favorites. I just like to sit listen to everybody because there all so interesing.

I think you are the greatest teacher, I wish all teacher's were like you.

L -

* * * *

--unfinished

I did like simple discussions between people - emotional discussion as well - especially with a "teacher" figure participating as a member of the group, rather than pretending to be the source of all light and knowledge in the universe (as do most)--that does the kids a lot of good after a lifetime of the latter situation.

I question the effectiveness of the little games such as synanon, etc; it seems to me that nothing of that sort is going to work to improve someone's sensitivity - either one is or he isn't; and though it's possible to smoke some of them that are (sensitive, artistic...) out of their masquerade, it usually doesn't do any good to try and improve on those that are not (and there are many right here).

In sum total, I question the effectiveness of the whole class - for me. For many, it is fine. But I am an artist, and separated somewhat from "society"--and being sensitve (so I'm told) to the point where I needn't masquerade - the class gives me little but a feeling of futility for my ineptitude at communicating with some of the individuals here (though it certainly isn't "my fault" - it's nobody's--I gave up blaming people long ago.....)

The purpose of the course was to learn not only to understand one another, but to allow students to accept the responsibility of designing their own classes.

However, a 12th grade student is programmed to a rigid school system, and are unfamilar with the opportunities this course affords. In turn, I believe, that an H.R. course should be offered at the beginning of a person's high school career.

We could not hope in our wildest imagination to attain all there is to attain. But we did learn to live a bit more comfortably with ourselves. Maybe the whites remained on one side of the room, and the blacks on another, but we began to look first at one another and ultimitely, at ourselves.

I think that is (or should be) one of the major goals of the class.

But, how could a meaningful, serious H.R. class develope? We met this January with many purposes--to earn a credit, to earn an open attitude, or to earn a new friend. To be able to strike out, scream back at an offender clears the air, gives you room to breath. And that's what we need--is fresh air.

With the 'establishment' of a sturdy H.R. course, however, I think will come an 'establishment' of an individual system standard. Be who you want....if it's within the boundaries of what we feel you should be.

And now you, ...--you haven't been bad - bad business for the educational establishment - yes - for those you taught - no.

You were the gentle but persistant needle in our side. You burst a lot of fantasy soap bubbles revealing our hang-ups, and our cop-outs.

Maybe your only fault was trying too damn hard. You always reached a bit farther than we wanted to go - because, I think, of fear - perhaps of reprisal. I'm not hung-up on the days you didn't make it, or you goofed off, or took off. I'm only aware of what happened in this room - good or bad - because it happened to me - 'me' being my friends, my mind and you. I dug it.

S -

* * * *

Likes -

Dislikes - to much confusion
2 More attention should be put on quiet kid.
3 Teacher should talk less

I don't no any teacher but I think White man should and a Black man. So the student can get use of teaching of both ways.

J -

* * * *

I don't think that anything can be changed if you approach the class by attempting to "change" any part of any person's "thing".

I think that we accomplished the most when we weren't trying to. Maybe it would be more effective if you just concentrate on making each individual closer in friendship to the rest of the class, rather than discussing problems which aren't as closely related to them.

D -

Excuse lack of grammar accuracy!

I enjoy the casual atmosphere of the class and think it is a valuable asset. I feel, however, that the classes are too large. I feel that an attempt should be made to insure integrating in the class but it should be limited to truely interested people, impossible to determine however. If one race begins to talk about racial prejudice, you result in the same mistakes and misunder tandings that you began with. People of the same race seem to tend to reinforce each others thoughts. If classes were smaller, I think it would keep the individuals interest longer and everyone would participate to a greater extent. I do think larger meetings among students would also be good after the students learn to feel somewhat comfortable in their smaller classes. Perhaps a system such as having 2 or 3 small classes for 3 days 1 wk and have the classes combine for the last couple of days of the week.

D -

* * * *

It is my honest opinion that this class will self-destruct. As soon as ground rules (or a syllabus) are established, the potency of the class will be lost. The society we live in, unfortunately, is extremely bureaucratic and I am relatively sure that that society will prostitute this class to achieve its own ends, should the potency remain, which is doubtfull. That is not to say it cannot be ressurected.

D -

* * * *

I think we had to dig very hard to find out about a lot of people. That made it kind of hard to go anywhere in here. I think students should know before hand about this class, and that you have to speak up in order for anything to work. I also don't think just anyone should be thrown in the class because I believe it's one of the best classes I've been in, and I've learn'd more about the "black" race than I could have in a life time.

S -

* * * *

The outcome of any course - even if it deals with math or science - should be, as human relation is. We should be able to accept each other with a more realistic outlook, not in a ficticious manner. We should be able to speak to each other without fear of offending. I'm not sure how much of a prejudice change would come out of human relation, though. Even if we break the racial prejudice in class it would still exist, to some extent, out of class. And, as you said, we should be able to understand our own motives better. Not just to know we did a certain thing but to know what proded us to do this thing.

D -

* * * *

As a result of this class, I sincerely think I understand "people" better. I think the class should be two hours long, though. Because, as soon as we get into something, our time's up. Or else, it should be a full year course.

I thought, when I came into this class, that I might come out of myself and be loose with people. But, I don't think I have very much.

We should do more of those silent "things". They're great. They help tremendously.

P -

I think that the teacher that should teach this course should be open minded, gain the trust of the kids, be someone that he could come to when he has a problem. And he should have enough respect to that he (or she) can keep the class disciplined, he should have more professionals come in and talk to the class (lawyers, policeman, ect).

W -

* * * *

Suggestions

1) I feel everyone should work harder to try & make this thing work. But there has to be better subjects to discuss besides Faculty. They only take up 6½ hours of are lives, what about the other hours.

2) I think we have to look at each other & say just what we feel. This class will have to be run better too, because there wasn't any organization yet. It shouldn't be like a regular classroom, because that's what makes it different.

3) It should be a full credit class for a full school year, and there should be more than 1 period of it a day because many people I've talk to are interested in this class.

S -

* * * *

The things I liked Best about this class are:

1. I liked when there was someone placed in the center and people asked all soughts of questions,
2. I liked when the student that was in the center to be honest and make himself interesting.
3. I also liked when we discussed different types of topics.

The things I liked best about the teacher were when he became involved with all the students, when he tries to make everyone take some part in the class, the way he ran the class and by doing everything he could think of to make people interest.

The changes he should make are: Well there really aren't any because I feel he is doing everything a human relation teacher should do to improve his class, make them realize how the students should react or how much it should seem to them.

C -

* * * *

( ),

I don't think that "teacher' should be used for the person chosen to head the human relations class next fall. He (or she) should be considered just as a friend because that is the position he will have to take. He will have to be able to understand the emotional problems (if they exist) of each class member (who shouldn't be regarded as "student" either) & should be willing to get personally involved, if necessary, because that's what friends are for, to get personally involved with your problems. He should also be able to rise above the so-called racial barrier as you have & accept each person in the class for what they are. Most teachers do discriminate, & give priority to the whites. I can't name any one person who would be rightly fitted for this position. Maybe because one doesn't exist. (Not you, David; too bad you won't be here next year--maybe you will though! You know--back again by popular demand!!) Anyway, as far as the programme for next fall goes, it should definitely include more outside activities so everyone will get to know everyone else better. Also more (even though we had none) speakers. It would be really great if every class had an opportunity to be run in this manner. Maybe if it were, our schools would have a better pupil-teacher understandment level & since everyone would be more open with each other--less of a racial barrier.

D -

* * * *

Mr. ....,

I'll start with the good side of the class. I think that the idea of the class is great. Even the name appealed to me and thats why I signed up. I think that this class provides a fairly open atmosphere to talk in, which is helpful in understanding each others problems and feelings. These are all assets to the class.

On the other hand, I think that some of these things have been misused. I think that maybe we have tried to hard to solve many problems when both sides were unwilling to compromise, never mind admit that they could be wrong. I suggest that in the future the class resolve itself to bringing an understanding of each others feelings rather than trying to solve the problems.

I also think that sometimes we pull the racial issue in a little bit too much. We can be talking about marriage and all of a sudden you are asked "Would you marry a black girl" or if a black is talking "Would you marry a white girl". This isn't entirely wrong but I think that a lot of people took these things as sort of a belligerent attitude.

I also think that there was a little bit of fear in the room but I don't believe we can eliminate this.

I hope you can understand what I meant.

J-

* * * *

I think that this is the ideal class. I only wish that we had more time to get into the social and psycological sides more. -Every teacher should take a course in this. -Informality helps a great deal to break down the barriers between teacher and student, and between student. I find nothing wrong with this class, except, the lack of time.

P-

* * * *

There's a difference here between what *should* happen in classes and what *will* happen there: of course I'd like all academic classes to help in the *human* relations class, but by the nature of the subjects to be taught and most of the teachers teaching them, it just won't work. First, most teachers simply think it unimportant; even ridiculous. They wouldn't "waste" their time. Second, the Board would almost certainly turn it into a moral guidance program, whereupon it would die. I would estimate (including you) five teachers in .... are capable of teaching anything of this sort. As for the rest, no amount of training (that I can see) can change them. If teachers were selected on this basis--you'd get damn few teachers.

So:

I'd say keep the Human Relations class--and forget about bringing it into the rest. As far as I'm concerned, academic classes, except English, do nothing but train an individual and, if he's capable, give him ideas that he can follow up on his own time (-if the school allows him any time of his own-) and on his own lead to a miniscule of real knowledge. "Classes" (to me) are, therefore, totally sterile. Stay away from them with so thing as important as this.

P-

* * * *

The one thing I like about this Human Relation course is that it gives you a chance to learn about people. Theres a lot of people I thought were real creeps, but now I've found that they have some of the same ideas as me.

Another thing I like about this class is that it is loose. You can say what you feel. There shouldn't be an desepline or attendance taken.

As a teacher of Human relations I don't think you did the best job. Even though I think you try not to take sides, you seem to side with the negroes.

I don't think there is anyone in this school qualified to be a human relation teacher. I feel a human relation teacher has to be loose. He should remain neautral on all subjects.

L-

* * * *

For this class to be a success I think that the idea of choosing people is ridiculous. It would destroy the way that everyone is different. The whole class itself lives on the fact that there are all different kinds of people, rich, poor, black, white, etc.

I think that the most important subject to dwell on is that of understanding, understanding the blacks the prejudice, and the indifferent to get to know people personally through the synanon game was a very go idea to learn and understand people.

I also think that this class should be a whole year long so that things like the synanan game don't have to be shortened. We always had to stop because of no time.

To me Mr. .... I think you did as well a job as any one could. You were easy to talk to and understanding in all incidents. You listened to all of us when ever we talked. I can't think of any changes that I'd like to make of you except that you were absent a lot.

P-

* * * *

I think human relation is an essenial course and I think people will get a better unstanding of different races religious background. I also think a person get a greater unstanding about another person is to people play in games. Hold one another hands. It seemed that this way is a greater degree trust in another person or set.

This Human Relation Class should have let the students make and plan different discuesses and work togeather toward a better communication of problems. Mr. I think you also talk a little too much about a sa topic. I think a topic should be fought up. Then questions asked to each student about what they feel about the topic or question.

A next year Human Relation Class will get a greater unstanding between students if the room is quite and everyone speake in a intelligent manner about a subject matter.

A-

* * * *

This class I think has been very intereting and has given us the chance to talk over things that normally in a school day we would not discuss.

The class also has made everyone realize a little about the other race even if it was only to know that some of their ideas are strictly controversial.

I don't think you can actually sit down and say there is something that can be done to improve the class because it has to go as it shall without interference. You can't set up anything and say do this because to do this is making the thing go your way when it should go everyones way.

All in all I enjoyed the class and the opinions of everyone.

I-

* * * *

Say it Loud - I'm Black and Proud.

May name is ...., a young man trying to make in the world no better, no less. I some time wear a bottom over my heart, and it say plainly...Black is Beautiful. It means mainly what it says. Its doesn't jump into or insinusting the saying Black Power. It stands for a Proud People, and I'm quite Proud. Proud enough to wear it, and when I wear, my head is held straightly in the air. In other words, you respect and treat me the way I deserve regardless of race, and you will in turn, recieve that same respect and treatment in return. My chief reason for writing this is not to preach, but to being out a point of view which I feel.

.....I personally feel that the Human Reltation if failing to bring out the real point of it being. It tens to run away from the real issue, which this community and country faces today, race relatetions, between the Black and the White man. The Pig (name given to the whites by the black man) has kept down and out of the so call high society for years. By not letting the Black know they played an important part in history. He gives the Black man the books they want him to read, so he can't advance himself above them, He plays with the Black man intellagance. Keeping him in his own low class sociaty, sulms, poor paying jobs, and a poor education. The Whites kept the Black man in the dark sahdow, unequal socially, domestically, and athletically. The Pigs only hears with their ear, talk only with their mouth, and see with their eyes, as a Black man being Black and nothing more, never as equal as a man in their hearts and minds. They never feel with their souls as the Black man has. But now the Black man is coming out of the dark and he's rights, his right's not only as a Black man, but a man. It not a fight of the Rich and the poor but of a Proud People...Black People. The Human Relatations Class should and must bring this out in order for the class to be a success, and try to advance better relations, and the enrichment of fraternal Brotherhood. Than the day will come when we may all be equal, then truely we will be the greatest people on Earth. The Future rest in the hands of the Young People of America, people like yourselves....Its not the "color but whats inside that makes the balloon rise"

Mr. C-

* * * *

I feel that the Human relations was run fairly well except on certain occassions.

These occassions that I am referring to were when outbursts would start suddenly. These happended to be jokes at times, and other times they were more serious.

Many times the class could have been conducted on stricter regulations. Under many instances I enjoyed the human relation course to a great degree!

If the class had been under more teacher authority the class would have run smoothly.

Speaking on a personal basis I feel that the course was successful and helped many individuals "black and white" reach certain opinions which were established to a greater degree.

O-

* * * *

The Human Relations class this term, I felt had a real meaning. Although the class could probalby be run more smoothly with a structure, it was the first time that an equal or almost equal number of black and white students had a change to get together a talk about the situations of today.

I feel this class gave me a unique experience. I was able to learn about the black people as well as the white and the rich and poor.

Next term, I hope to see the class become more involved within the school and outside. Programs on human relating for different groups of teachers and adults would be very helpful.

J-

* * * *

You are asking me to determine the faults and achievements that have prevailed in this class throughout the first semester. Let me begin by saying that any experience a human being encounters is beneficial, perhaps not only to the individual, but also to the other people involved. And although the situation may be tragic, I believe it would prove to be a help in understanding our fellowman. Let me be a little more explicate in regards to our class. I understood that the purpose of the class was to better the relations between the blacks and whites in the Syracuse Public School System. Therefore, people who observed or participated in the class were subjected to seeing black and white school kids in their real nature, as they really are, (as far as the situation allowed); relating the racial issues in person, being directly involved with the people who the issues were raised. And instead of forming their opinions from others' opinions, newspaper articles, and family belief (or any other means by which one's opinion is formed on this subject), the kids in the class were able to determine their own views on the racial issues from their experiences in class. So, the point I am trying to relate is that although all our class situations may not have been very friendly, enthusiastic, or resolving, we (all involved this semester in the course) have all gained a knowledge of the problem presented to us, and thus may use this in furthering better relationships between the two races. For example, two boys had a very tense argument in class, we could (if this problem was studied profoundly enough) analyze the reason behind it, discuss it, and in the future try to eliminate the possiblity of a reoccurrance (simply because their must be a better way to understanding the situation than just arguing and physically fighting over it). In much simplier words, I guess I'm telling you that anything our school system pursues in the field of human relations will be beneficial, (with no obvious faults involved that I can see).

To you, ..., I say this: I've never been involved in a class such as this before (unfortunately), and therefore don't know how it is usually projected (if there is some certain technique) and cannot criticise. But I must also say that with your reliable knowledge (I presume acquired from your numerous experiences in various fields, making it so reliable), along with your warm, willing and humorous character has helped fit in a piece of the puzzle (at least for me) that makes each of us up, as we grow to lear and lear to grow throughout our lives.

I can only say "THANK YOU".

M-

* * * *

This class is an O. K. class in regards to having a good time. Also I have gained immines amounts of knowledge.

As to the future sucess of the class I think that it could work with some changes. #1. MORE DISCIPLINE #2 MORE DISCIPLINE.

This is the only thing that I think is a matter with this. NOTABLELY at 8:55 today--I rest my case!

J-

* * * *

Of all the courses I have ever taken in school, Human Relations, has been the most valuable and enjoyable subject to me. It has taught me that you cannot judge a person by his race, religion, or nationality, but you must judge a person by his own personality.

You ask me how I would change the way that the class is run? Well if it was up to me, I'd run the class the way it is run now, except for the fact that I thought the court was a good idea.

I know we can't have strict dicipline in such a class room situation as ours, but still on certain occasions, some people got out of control, and ruined the atmosphere of the discussion topic for that particular group.

I also feel that maybe twice a month there should be a day when the teacher should talk to the class, and pull loose threads together, that the class miss-interpetated or overlooked.

Other than these changes, I feel the class is run perfectly, and I'm thankful to have had the oppurtunity to participate in the class.

T-

* * * *

Human Relations class in the future should have more discipline and also teaching and more materials; films, books, field trips, etc. The teaching should consist of;

1. Causes of Prejudice
2. Effects of Prejudice
3. Organization of Prejudice
4. Negro History

One of the effective devices I saw as role playing because it give the student a chance to look at all sides of a problem.

Any student that wants to speak should be able to without any interuption from the background. I would also suggest smaller classes, because 20 or 25 kids don't usually have a very successful class and usually create caios. We should be able to listen to different speakers and have a manditory rule to keep a notebook or record of classes.

Teachers should also learn the correct prononciation of each students name. If a certain teacher calls me ..... one more time I will set his Growth on Fire it is ....

J-

* * * *

Basically, I think this class has been benificial in the respect that the students - both black & white - opened themselves up to each other & realized their prejudices. Of course, it didn't work on everyone, but no experiment is ever totally successful.

In the future, the class should be more evenly distributed. By this I mean there should be more people like .... & ...... and an even number of people like ...... and myself. The no. of black students should be the same as the white.

This was about the only thing that needed improvement as far as I am concerned.

M-

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I think that the Human Relations class should have a more solid bases upon which to work. By saying solid, I mean that at the very beginning they should plan things to be done during the course of the term and definitely carry them out. Such things as films and having more persons visit I feel s would help a great deal. I don't feel that the teacher should leave this entirely up to the students when it comes to ordering films or seeing to it that a certain person is invited into the class. In view of what happened during our class, when it was left up to us to have films we never had them. Different guests were suppose to come but, very few came in my opinion. As to the class being smaller, I can't say that it will work any better than a large class. Yet, I think that it could be tried to see if success is better than that of a larger class. Having week-end get togethers I feel was a good Idea because it tore away the school formalities and I think made persons speak more freely. I say school formalities because even in the Human Relations class

class talk I feel is somewhat restricted because of the general stmosphere of being in school.

W-

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I think this class is great, although I think it could and will be better in the future. I hope to get in to more intrusting things in the same line.

G-

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In the reconstruction of a Human Relations course, the first step that I would retrace would be that of the selection of the students to be included in the class. To my understanding, it was never really established whether the students were selected on a basis of all truely seeking improved relationships with others or on a basis of joining many conflicting personalities into a classroom of this purpose and hoping to see a new understanding among students who weren't all necessarily seeking a better understanding of others. I feel that a decision should be made on this point. Otherwise, a great deal of the semester is spent by the students and teacher trying to break down this one question.

The class should have had some structure. A very tentative one. For example, I would suggest that the first two weeks of the semester be structured. Perhaps if the class decided that race was their main issue (as ours was) we could have taken the first part of the course to examine basics of the white and black races. Rather than listening to some kids try to convince themselves that there is no difference between the races, it could have been very beneficial to examine the differences - environmental differences - talk, social activities, attitudes and outlooks on politics, sex, drugs, college - any contemporary happening. I think bringing differences out in the beginning may have opened up many people and the failure to do so closed many people who were originally open. I feel that a structure is (or was) necessary only to give the course a strong opening. From there it could go anywhere.

Also, I feel that more should have been expected of the student. I don't mean in verbal participation as much as in attitude. I don't dig the idea of giving the student the idea that very little is expected of him. I was surprized at the way you stressed what an easy course it could be only because if you don't have to do anything else in a class it can be very difficult to speak up in a class. This is why I stress the structure in the beginning of the class. I think students often need to be given something to talk over first (the simpler the better) and after that a more comfortable atmosphere is attained.

You were dynamite as a teacher but you had a tendency to put so much in it, that the students (some--me too) had a tendency to shove off more and more of the responsibility of having a successful class off their shoulders and on to yours.

You parties were dynamite too.

D-

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My primary concern with the class dwindled as we continued to talk about race. Race, to me has very little meaning and as a result I lost interest in much of what was happening. I belive, however, that the ultimate mistake was made in choosing those in the class. A far more effective group, I think, would be chosen at random from the general student body, rather than hand picking them from a select group.

D-

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My opinion of the Human Relation class is. It is of great value to any and all students to have a course in Human relations. It helps you, to begin to understand and respect someone of a different race and Nationality. The class pupil was as different in opinion and thought than I had expected. But they did express themselves in a manner, in which I, had never expected to see. There should be some arrangement made in the chossen of the students in one class, so that there wont be as many student who have the same opinion and thought in one class, as there is, those who would disagree. A class of this sort would be different in many ways. People would be disagreeing and giving different points of view. This class should be open to all students and falculty. They should be able to object to where the class is going and how it can be improved. The class shouldn't have such things as committees and courts. All student should participate in every discussion period and contribute something to the class.

L-

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I think this Human Relation Class should be continued. In this class you can mostly say what you want to, tell them how you feel. You can express your point of view on a situation. We had some good classes and some times a bad classes. I think I would have been better if we had a few field trips to other schools. In the Human Relation Class you can agree and disagree, make facts and opinion. I think every school in the United States, parochial or private or public.

You know Black and White may fight but if an enemy comes they will get together and run them out of sight. Lets not over look the fact that we are still in reach. We got a chance to make it and we got the freedom of Speech. I mean the Black Man.

C-

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In my opinion it's is hard to determine the failure or success of the Human Relations course is hard to find, as the failures could be seen as successes or vice-versa.

The fact that we (the students) got in the class was a success. It was an admission, in itself, that we students could see that something in this wonderful system of our's really isn't so wonderful, which is the over-all truth of the "system". It was then necessary in each mind that something "should be done to find out what and why. However the failure came about when in the final analysis the majority of us, spoken or unspoken, still feel inside that though something should be done it doesn't mean that they should be the ones that do something or that anything can be done. This feeling comes from the fact that a lot of feelings went unchanged or that some of us refuse to believe maybe we were changed. They are the people who refuse to believe that "certain truths are self evident" because even the so-called great men who made such statements refused to believe them true of all people. And this is were we come to the vact that, each in his own way places himself and those that surrond him above all others in our own believed superiority and the others below us are not worth the trouble and slowly destroy ourselves.

We all know that the purpose of the course was to look into fellow human beings so we looked and some saw differently in time yet, even in seeing the differences in our stereotypes and the people we saw we developed a belief or a theory of exceptions in which the destruction of certain stereotypes by those we met (I'm speaking of both sides) were simply an exception to the rule and that the masses were still the same. It is a refusal on our part that all people are individuals each onto themselves and a race only as classification. The problem then is the fact that we are separated by a line determined by common intrest common comunity or common goals or beliefs and that each in his own way refuses to all each to have that right as we want every one to attempt to be the same as we and yet apart for if another person doesn't attempt to fall in to our own mold of the superior being they are to be totally hated as we demand the right to look down on those who attempt our mold so we can reject them and feel our superiority. In other words we refuse the right to individualism even in those we prejidize and if one doesn't they are to be hated for not keeping there place.

It is then the fact that we, the group, are still in our own way enlightened bigots, who go about spreading our good will all over yet inside feeling the same old hatreds covered over with the feeling that the others has fallen into our mold and kept their place and both think this way so we are making fools of ourselves. i.e. the Mental Health meeting. lieing to ourselves and others.

I believe when this is over we'll remember it fondly yet view it from afar forget the firy moments when people acted real or mad or sad or themselves and remember sterto-types where each did what WE wanted and did nice things and sweetness and life blossomed like honey oozing all over it won't be real any longer but, a fake myth.

You ask what we would change if we could do the course over again, well, there's little you could change to make it better as the problem was in the fact that to much waiting and not enough reaching was done. We told each other what should be done and not enough listening to the other side. We failed in the basic purpose communication.

I do believe however that we should meet again in the near or distant future and see if it is possible to bring back the nearness to real honesty that we once held.

The above is my negative view the below is my view from optimist stand point.

We were ready finally to believe that maybe something could be done from sitting down and talking it out. So we talked and were able to reason that people are people first and last not colors or religions and I think even if there isn't an acceptance there is more tolerence which at least means that we are ready to allow a person to do his own thing which is the most important thing gained the ability to at least say "well, it's your right and your life don't tread on me I won't tread on you, it leads to a beginning of all other goals because, sooner or later you'll be able to trust and accept this Human Being this man who is as you a man and from here it will go on to a belief in all humans as individuals which we keep forgetting. Besides some day every one will be one as one and one as many and this is a beginning of the long fall from our throne of superiority to where each is truely equal.

I think this whole paper is a lot of bigoted bull

The problem is that we haven't reached a basis of one individual as a human being instead an individual race to race not people to people. We still fall into the little predstined hates and fears and divisions even in a group of people who are supposed to know one in another.

D-

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In the course of human events it becomes self-evident that all men are not created equal. But a great majority of people don't care about those unequal people as long as they are overequal. These people involve themselves in their own extremely important private lifes. No one ever does anything to help these deprived people who live in their secure lifes. They attend school, pass with straight A's, due to the work at these studies from 8:15 to approx. 9:00, hence they retire from their busy day, without one thought to the insignificant thing as another human life. Yet, once in a million years, one of those "people" comes up with a strange idea that some people might even care how other people live. Corcoran for the first time has taken this shaking step forward insignifant people. But to make these steps stranger and in greater number would not be to tell the Board of Education that the class was a failure. For by saying this is slightly saying that people are a failure. A dream does not need statistics to show if something passes or fails but only in the minds of the people involved, and certainly you cannot put this down on a piece of paper to hand to the Board. The sucess is in a person's mind, in his smile, in a mutual understanding which definitely cannot be determined by a computer. If you wish me to write more, just ask!

C-

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Well I really don't know what to say but, I've enjoyed my class with you and I can't say I learned to much because I didn't, but there's one thing that I got out of the class that white's taught me was how the black could communicate with them and the places that we went and the things that we did in class, I hope you'll enjoy your next class as well as ours I think, good luck and say hello to your wife for me.

C-

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I don't know whose fault it was, but towards the end of this semester the class became boring. I may be the only one who feels this way, but it seemed as if everyone sort of tensed up, and was more reluctant to speak out than in the beginning. I have no idea why, but whenever anyone spoke, everyone else seemed so hostile.

The class was too big, like you've been saying all along. This may have contributed to the hostility in the end, when very few people felt close to anyone they had met in the class, and they sensed that time was running out. It may be that the whole class gave up on what they considered to be a hopeless situation.

The one thing I would have liked to see more of in the class is roll playing, especially the type where you put yourself in the roll of someone completely different from yourself. It's especially interesting to see how your values affect your thinking in a way you'd never expect when you take the role of somebody else.

B-

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To me and my thoughts the Human Relations class at .... had its good and bad sides.

Talk about the good first, mostly everyone learned to speak freely and suggest their thoughts, opinions, and truths to the class. The synonomn, role playing and open discussions were interesting and meaningful to the class. Field trips and panel discussions to the outside should be carried out to a greater extent in the future. Another good thing about it is differences of Blacks and Whites towards different topics which were brought about by both. Most important is the learning of the feelings of the Blacks and the Whites.

Some ideas less discussed and were not quite followed through are we should have important people come and discuss things and ideas, more extent field trips, inter relation classes with other schools. The ideas of courts and groups were well classified but dropped without any meanings. This idea to have a court and groups should be fullfilled and carried on by the next class. Visitors from your own school should be invited more often throughout the semester. One very less reason is the size of the class, It should be in number ruffly to fifteen.

Other than everything mentioned I enjoyed the class and wish it would be carried on to a sucess in the future.

T-

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The class is alright the way it is now, but I feel next year you should talk more about the problems we have now, such as racial problems, slums, & so on, That's what we are interested in. Let them try and solve these problems and see what they do with them. You should ask questions, and don't make this coaurse so easy. Make them do homework and make them do more. You should make up problems and see what they do with them. You should have them do reports and make them work for that half-credit instead of kids thinking it's a big joke, and come to class when they feel like it. Then next year it will be a good interesting class.

C-

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A successful class in human relations is not quite as easy as it sounds. It takes full cooperation of all of the students. But not only cooperation is needed. Participation is also an essential factor in reaching the goal of a human relations class. I feel that a good goal to set is one that involves obtaining complete expressions of ideas by the students. Each member of the discussion should be able to release his inhibitions with complete confidence. Another goal of a successful human relations class is to make students aware of different situations with which they are not directly involved. In order to obtain these goals certain procedures should be followed. I feel that the teacher should take a firmer stand on the way things should be run. Of course, it is a nice idea to give the students freedom to conduct the class as they see fit. But if the students do not have the right attitude in class and cannot accept the responsibility of running the class, I think the teacher should enforce some rules, for the best interests of the class as a whole. If students cannot refrain from talking among themselves in small groups, the teacher should try separating them. If this fails, the student should be dropped from the course. It is the students who determine how well the class runs. Because it is difficult to screen the enrollment of students, each student must be forced to meet up to the expectations of the group.

E-

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In planning a class for next year I would first let the kids get to know each others background. I would have each student give a 5 minute talk about themselves. The should include thier ethnic group thier previous schooling the thier way of life. They should also include goals and objectives in life and how they want to fit into society. They should include their hobbies and things they like to do. This will make it easier to get to know somebody if you know what they are like and what interests them. Some kids might find they have some common interests and this is the first step towards friendship.

The next thing is to set up a format of topics to be discussed. The topics should be selected by the kids and voted on to make sure that everyone or almost everyone is interested in the topics. I think the teacher should act as a chairman of the group during the discussion. Some kind of order has to be maintained. As each topic is discussed the teacher should act as arbitraitor and try to bring out both points of view on each topic to make sure nothing is one sided or narrow minded. After each topic is discussed thouroghly a vote should be taken to decide if the topic has been covered from all sides. If the vote is unanimous then discussion is suspended. Then you should go around the room and ask everyone for thier final opinion on the topic. It might be interesting to see if anyone changes thier opinion from the time the discussion began.

Field trips and guest speakers should play an important part in the course. For instance you can't hold a disscusion on what its like in Vietnam if you've never been thier. It would be interesting to get a guest speaker who has been there. You can't talk about life in the ghetto if youve never seen it or lived there. It might be interesting to get a speaker who has or else go there ourselves.

I think the Sagmore trip would have been very good. Kids act different in school and you could know somebody better if you stayed with them for a longer period of time besides 45 minutes.

J-

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This year's Human Relations class was the first credited discussion class of it's kind that I have ever taken an active part in. The major reason I chose this class from among so many other electives is that I was anxious to compare my reasoning with that of other people. The most important thing for a discussion class to have is involvement. Without this, there can be no real class. Involvement stems from the desire to learn and understand. Unfortunately, not enough people really care to get involved.

One of the things I would stress in next year's class is participation on all sides. Not just student participation, but student-teacher participation. That doesn't mean just asking an occasional "Why?", but really getting involved. I have found out from experience that "Why?" isn't enough. Often the teacher will have to make an incorrect statement or accusation purposely in order to "..keep the ball rolling." The teacher must be strong in backing up his opinion even though he may know he is wrong in order to bring on the good type of participation needed to keep a class going.

I'm not saying that it should all be left up to the teacher. On the contrary. If the students refuse to do their part to keep the class going, then they do not belong in the class. Often such students deaden the interest of the ones who were in the class to learn in the first place.

One definite thing that the students in the class must have is mental maturity. No good conversation could be carried on with a few adults mixed in with a handfull of children. The word "children" does not pertain to young people alone. It can apply to any person who does not have the mental capacity to carry on an intelligent conversation without being easily distracted. There may often be several intellectual people in a group who do not talk, not because they don't have anything to say, but because they can't find anyone who will listen and understand with the exception of the teacher and perhaps one other student. In that case, what do the other students do? Most of the time, they will carry on their own conversations. Result: Divided group.

Science, believe it or not, makes some of the most interesting subjects. Many times you will find that most if not all of the people in the class will respond to such topics as evolution, and whether or not the human race will eventually go back to the ice age and end there.

One of the best ways for a discussion class to get started is through panal discussions. Select people to give the pros and cons on certain agreed upon subjects. Give each group, not individual a grade, this gives the whole group something to work for.

J-

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If I was planning next years class I would try to have some more interesting topics for the students to talk about. If they had some definite topics, they would carry out a discussion better. I would try to make class interesting so that the kids would want to come everyday instead of skipping. I don't think that it is a good idea when the teacher tries to make the people in the group talk about something that no one is interested in. If no one is interested in a topic, then no one will want to talk about it and the discussion will be bad. The teacher should not ask students questions that are hard to answer because if there is a pretty good discussion, then the question spoils it because the kid doesn't know what to say. It would be good if every kid said what he wanted to say without worrying about what all the other kids would say. That way everyone could get what was bothering him off his mind and out into the open. I think that the kids should pay attention to what is going on in the class and take part in the discussion.

F-

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I think the Human Relations class in which I participated had very limited success. It did succeed in bringing blacks and whites to talk, however borrin those talks were. It gave each group a view of the others grievances, however fuzzed up that view might have been. It displayed the realization to both groups that we are all human, destroying each group's distorted view about the other's anatomy. The class was a partial success, but it completely bypassed some important issues. The issues it did discuss were only scratched on the surface.

The class failed to display the blacks opinion on the Vietnam war; the whites opinion on summer riots; the black's opinion on S.D.S. and white's opinion on B.S.U. It also failed to discuss other important issues such as; crime; equal opportunity; welfare, and others. I think the board of education was scared; Scared that a bomb would go off in our schools. In my opinion, this class has been created to dampen that bomb.

E-

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I think Human Relation should be improved a great deal next year because this year not too much was accomplished. I don'int what the class was like before but it was'int too good. Sometimes we had good topic's and started good conversations. I did'int feel at ease in that class. I admit I should of talked but, it was like everyone talking in circles. When I first was introduced to the class it sounded great because I like to talk but when I got in there I froze. I think I know whats wrong. It should of had a lot more discipline than it had. More firmness. In the beginning of the yr. when we gave topics to talk about they should of been used. When the teacher came in everyday he should of said "Today we talk about drugs", sat down and said nothing more. Then maybe toward the middle of the semester we could of did alright on our own. I think it was the freeness we had that our class was'int a success! I hope next years class does better than ours. I hope the teacher will have the authority and power to produce a good class. I hope Human Relation will be taught all over the city. It is a good class to express your feeling about things that bug ya. You can find a lot of answers.

M-

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I think that the Human Relation class for next year should be more organized. There should be a pattern to follow, for example comming in here and talking about a certain topic which would be written on the board. The teacher should be more strict toward the students, and not let them get away with everything as they did this year. Also there should be no critzing other students in the class. The Human Relation class this year would have been alot better if we started this way in the beginning and not take advantage of the teacher & the class. I did learn alot in Human Relations as to get along with others and to discuss whats ever on your mind with other people.

Another way to have or start a discussion is to have a panel in front of the class with about 5 (five) on the panel & have every person talk & discuss a topic or problems in the world.

D-

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I think human relations class is a good experience, therefor I think it should be taught not only in high school but in jr high school to. This way it gives students a chance to get use to the idea before high school.

Some students have difficulty speaking or giving their opinions or feelings out loud, so bi the time your in high school your better prepared on what to do and say. This year while I was taking human relations I learned a lot more about people and their feelings, that I dint know before. It was a different experience and I enjoyed it very well.

The only changes I think should be made is that the teacher should take part more and help choose topics that would be interesting to all the students, the teacher to, could also give reports and have each student read it out loud and then the class could discuss it and give thier own opinions and feelings about the topic. But all in all I enjoyed the class very much and I really did learn alot. I urge alot of kids who are interested to take it. I'm sure everyone will enjoy it. It was really great fun and a most wonderful experience for me.

R-

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There are still many problems in our communities which need immediate attention. The social problems is a long way from being solved and should continue to be discussed next year. This is also true of the crime situation. Even in our own city, the crime sitution has become a serious problem. Since a large part of this problem involves teen-agers and young people, it would be a good idea to include thes in, a high school human relations discussion. Still another subject for discussin is the part our country should play in world affairs. Air and water pollution are also big problems today. The increasing number of cars on the roads are creating a traffic problem. These are some of the topics we should of talk about this year in Human relation class.

The discussions I found most interesting were the discussions on racials problems. The ones I least enjoyed were the discussions on school problems.

I think these problems should be discussed more slowly and we should get the opinions of more students. All these problems involve many ideas and should be studeid carefully.

T-

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I think that human relations should have more activities outside of the school. Also that onece a year all of the human relations class should get to geather and talk about all the topics that we have had in class.

Human relations should be a interesting and well organized subject based on the topics of each indevual class. I think the teacher should have some ideas and give them to the class and let the class pick out the ones that they want. Onece a month I think we should have a meeting between all of the class.

T-

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If the Human Relations course for next year certain goal should be attained. First of all the most important point in this class is communication. To get some help in this most order of the students should demanded.

Either the studnts or the teacher should enforce this order. Without organ ation and order it is very difficult to run a class like this.

Organization is another important factor. This group should be a balanced one, If it is necessary to discuss problems like black-white relations. In this, a balanced numbr of studnts in better than one of one kind than another. People who fool around should be omitted from the class. Also anyone who joins the class to start trouble or aggatations.

The goals for a new class should be as follows:

More topic discussion, conferences with other Human Relation classes, to have speahes on certain subjects and reasonalb feilds trips that would be relative to Human Relations

To discuss topics they in my opinion should be given each day by eaher the teacher or student outside the class, as sort of a panel discussion. The topics should cover a wide variety of things than just Black-White relations. There is not enough representation for a proper Black-White relationship discussion now so it is not really a good topic. Maybe in the future class it will be more successful.

This course is a fine one. It should bring out all opinins of anybody not just a certain few.

M-

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Human Relation was a very good course. I feel that sitting and talking to students is the best way to learn about people.

The way people in class partisapated was fairly good. There were a few who didn't speak at all but some carried on the class. I really enjoyed the class, and I learned many different ideas and facts. I did miss a few classes and I can't explain why except I was afraid of the oral report. I did feel I was missing something each day I missed class. I felt I should partisapate when in class and I enjoyed doing it.

The speakers were interesting and the students seemed interesting. The trip to Bishop Grimes was very interesting. The students seemed to enjoy the trip , and they seemed very interested in what other schools were like.

Next year I'm sure the course will be more in demand. I hope that there will be more field trips and also more students, that will be willing and want to talk and add to the discussion.

D-

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After thinking a long time about how to write this paper, I've decided to write three paragraphs.

I Criticism of the course

My main criticism of the course is that we didn't discuss much other than racial problems. I agree that racial problems are very important to understand but I also think that there are many things as important which we never discussed. My other criticism is that some discussions were taken over completely by either ...... or ...... and as soon as they finished saying what they had to say (which was usually just double talk), they would tell us that the topic was ridiculous and change the subject. Sometimes what they (and others too) said was all right but I feel that after they came most of the other kids seemed to quiet down and not say much.

II Suggestions to improve the course

The only suggestion I have to improve the course is that the kids in the class be responsible for the discussion. I f a few people bring in topics that interest them and start talking about them, others will probably talk too. I don't have any other suggestions because the class will have different people who will probably react differently than this terms class.

III What I got out of the class

Despite the fact that we didn't discuss much I think I got a lot out of the class. I understand some of the problems which the black students have and I also understand all people better. There was a variety of people in the class and by talking and listening to them I have changed opinions and gained alot of information about how people really are.

Teacher:

I'm sorry that this critique is a little messed up and doesn't make sense in some places but I did it kind of fast. I think you did a good job with our class and I hope that by using some of the experiences you had with our class you can make the next term even better. If I can ever get out of typing next term, I'll be back to sit in on some of your new classes.

Despite what I said about .... & ....., I like them and think they did add something to the class and also had a right to say what they wanted to.

S-

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The Human Relations course taught here, at .... was an expirmental cource in that this was the first year it was presented in..........

Time flew faster than we thought, for the students of this course. For the end came too swiftly and there was no longer any time to start on any worthwhile projects.

When I signed up for this course, there were only five students in the class. Then all of a sudden, like a flash of lightning, Mr...... inlisted a numerous amount of agitated students from study hall. Maby it was the half credit they were after for. Who knows, well anyway they were here and were quick to respond and brought up some good points in debates. And now our class started looking like a class of quantity and quality. We had our moments when possibly we were too involved in discussion. We could have conversed all day. And there were times when we were sitting around killing time. It c ould have been better in some respects. We should have started to plan our project(s) further ahead of time and gain more support from the class. It's a good thing you demanded that Human Relations would no longer be a study hall. That's one way to get everone's undivided attention. But you should have done it in the beginning of the year Mr..........

We went to see Edmund Muskie speak at S.U., we went to Croton on Campus, Roosevelt. These accomplishments were made outside our classroom. And they weren't made by just talking about it. One thing we didn't loose, was our moral. "The spirit of ....'s Human Relation course marches onward."

T-

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A class in human behavior should deal just with that. Although behavior is influenced largely by personal experience (these experiences should be discussed in class) it is also the result of what some psychologists refer to as the individual's struggle between good and evil or between what is natural or instinctive and what is taught. Therefore, the teaching of accepted behavior ("accepted behavior" being the only choise in as much as it is only, perhaps, the beginning of the best method of behavior) should be of major concern to today's educational system. So, I suggest-(on the truth of the above premise) that this class deal largely with new educational methods which would include perhaps a field trip to different schools around the vicinity such as Croton-on-campus. Maybe suggestinns could be created for use at ...... Reading of new teaching methods might include Somerhill which seems to me to call for a change in society on the individual or small group level. Along with this field should be a basic study of sociology so as to be able to apply some basis to all the discussions.

May I also suggest that individuals should be asked to volunteer (if there are none, then topics should be assigned) to give short, 5 minute talks on a issue of their choice that's applicable to the course--stressing statistics, commentaries, and ending with a question or bold statement to prompt group debate or discussion. Also, some of these discussions could be based on group readings from either required books or from excerpts read aloud from magazines, newspapers or the like.

In general, I found the course either interesting or boring. This course leaves much responsibility up to the student to have a successful class and in as much as most of us have never experienced this before I think the class needs a good deal of prodding. I can see you were sincere in your efforts but I think, as I believe ou realize, that results were often far from satisfactory. Except for my suggestions I can't think of anything else to help remedy this.

S-

I couldn't honestly say that I feel the course was totally successful, but certain aspects inherent in its ciriculum could prove to be fruitfull. Even if the discussions at times were inhibited we learned each others inhibitions.

The conference accomplished nothing of great magnitude, but it did lay a possible foundation for understanding. Perhaps there should be some parties or dances. Such an activity could tend to depolarize the races.

The field trips if nothing else were important in rounding out the scope of the local state of affairs. I feel the trip to Croton should have been better organized. A sheet possibly with things to look for or planned experiments would make it a more valuble experience, of course leaving room to solve one's own curiosities.

Prime question: If I had the chance would I do it again? Yes. Through experiencing different circumstances, this organization I feel can only improve.

D-

* * * *

I enjoyed the Human Relations course very much, However, it is the kind of course you could take advantage of very easily. In order to have a worthwhile course you must learn or take something with you from this course. But many of the people in this course only brought in and did not take. In other words the air of good feelings in the room was left in the room as each left. It was not taken beyond to the school and the student body. Therefore it was not effective entirely. The only way the course could be made more effective would be to enlist in the course some of the schools worst students and equaly racially balanced. The still should be an open invitation to anyone who wants to sit in on the discussions. In summary I think it has the basic grounds for an effective worthe while course but it must be developed.

L-

* * * *

This year was my first experience with a Human Relations class of this sort. Because of this, I have no idea what it was supposed to be.

Although this is the case, I believe it should not be a free-for-all where people meet in their own little cliques and have small talk discussions. I don't know how we could sove this except if one does not rearrange chairs in a circle, therefore restricting the temptation to talk.

It shouldn't, however, have a strict syllabus because human relations doesn't go in straight lines. Personally, I feel the classes on Friday where we went down to the Home Ec room, were more interesting and informative. Probably this is because we talked about (gossiped?) things closer to home like school & home than things like the war in Vietnam.

S-

* * * *

Question: Do I feel the Human Relations course offered this semester has benefited the people who participated and what improvement might I suggest for future classes?

In my opinion:

In the initial weeks of this course we students used the class to meet and "discuss" our current racial problem. As the weeks wore on we all became to understand each other and our individual points of view. We learned the black peoples hopes and plans for the future and in a moment of crissis at ..... this class served as the only confrontation between whites and blacks to solve our problems in school. This was the Human Relations class finest hour!

After this incident, hoever, it seemed as though Black and Whites had had enough of talking race because no one cared to listen any more and gradually attendence dropped as the few remainers struggled to survive on idle talk. As we searched for interesting topics we gradually turned the class into a social hour or study hall--this never should have been permitted. It is true we took various field trips to Crotan to discover more about the educational system in Syracuse but we never carried it any futher. We did not analyize what we saw and discuss how we might improve it.

It is difficult to sumarize a half year course such as this but I would say course we have learned to listen to one another and compare other ideas to our own. I have also found out that once a subject has been throughly discussed a period of inactivity may follow if the interest of the people is not simulated somehow. Therefore I would reccommend a basic reading list on various cultures in the world. These readings can be substituted for discussion in times when interest is lagging. This class should not be allowed to become a study hall or a social hour and if this is accomplished at least the students will learn something from the discussion on the various book read. I feel the opportunity this class has offered was most rewarding and I do not regret one minute of it.

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* * * *

Human Relations, in my opinion, should be a course that exposes you to different living conditions. This is just an experimental course that still needs a lot of experimenting. Mr. ......, I do believe the class has done better than you think. On the field trip where the class went to University College, we had a chance to ask how the Human Relation classes were doing in the other schools. I can honestly say that this class has done much better than some of the other classes.

The fact that on some days we have nothing to talk about is not necessarily bad. Some days I come into class and think about things that I wouldn't otherwise think about. So in that respect the class is good.

The only thing I could suggest in the future is that you start the class off a little slower. You'll remember that when the class first started it was great! Maybe if you could start a conversation going, then when it gets so deeply involved that emotions start stirring, just change the subject. Then the next day, o a couple of days later, you could come back to the same idea.

One other thing I think you could do is to have just a couple of reserve topics. Then wait till the class is somewhat spirited before you release the idea. I'm sure you can tell what the class likes to talk about. Watch for this at the beginning of your next class. If you find a topic that the students seem to be especially attracted to, reserve a branch off this topic for another day.

I hope I have helped you. I'd just like to say I have enjoyed the class. Good luck next term!!!

G-

* * * *

Human Relations Criticisms:

- there was no continuity or program in the course which is fine for some people and an interesting experience in contrast to other high school

courses. However, the lack of structure was not suplimented with a strong content.
- there was nothing standard in the course, no point of common ground to base discussions upon.
- too often discussions turned into arguments
- there is a need for stronger leadership
- too often the class took itself much too seriously and often when serious things were going on, the class ignored it (paradoxical, hugh-definition of serious?!)
- class was strong in its variety of kids represented: a very homogenius group
- the field trips are never followed through with any meaningful commentary or discussion

Suggestions:
- selectivity of students participating should be based on their desire to participate not their corresponding free periods
- a reading list, perhaps, or at least planned objectives or direction for the course

E-

* * * *

It's difficult to put forth suggestions for the future class since that will be a new group of people who would react in a totally different way. I can probably suggest however that the course should follow some type of a format such as a reading list to give the students guidelines to channel discussions. Also I think you could limit the class as you have recently been doing to only those who intended to participate in the discussion rather than do outside work. This greatly improves the interest and participation.

As for the evaluation of this past term, both good and bad points can be brought up. The field trips were very beneficial. Although the discussions sometimes dragged off we did often have some interesting discussions. I think that you, as the moderator should intercept the group when certain people tend to dominate the discussion. When the discussion drags you should attempt to change the subject but you should keep things going and not let people wander off in the hall or even goof around in class. However you shouldn't have strict order because it will really defeat the purpose of the class.

I do however feel that the course has been very beneficial to me and I would recommend it for allinterested.

K-

* * * *

The course was offered as an elective which tended to bring only those interested in a group discussion type of course. As a result, the group was homogeneous in character.

A "course" in school is generally thought of as a program with a given syllabus. However, as this course had no syllabus, there was no set structure for study. As a result, the class became a discussion group that talked over current events. Whether this is educating or not is a matter of opinion.

In high school, sometimes there is no place to get to know people of all groups of society. As this was a homogeneous group and discussion was induced, many opinions and feelings of different varieties of people became vivid. This' brings one in contact with others feelings and brings perhaps a better understanding of their difficulties. Whether understanding is always good is again a matter of opinion. Understanding is perhaps the key to peace, local, national, international, racial and religious.

G-

* * * *

The purpose of a student discussion group is to iron out problems common to all students. It can also be a forum for ideas, thoughts, and differences of opinion. The success of the group depends on the willingness of the students to participate in the discussions and take an intrest in what is being said. That is the theory of a student discussion group anyway. After observing and being part of the human relations class, I realized that a constant interest in the group and topic being discussed at all times by all of the students is impossible to achieve. Knowing this, the question is--is the group still effective? Despite the homework being done in class and the other little discussions going on, the class seemed to plan a great deal of field trips. Of course the reasons were not purely educational, getting out of school was a factor, but the point is we were able to learn through these trips. I think the fact that so many of us benefited from these trips makes them worthwhile and overshadows any selfish reasons for going.

We did get a lot said regardless of some apathy. It is unfair to have expected us to do much more. Criticisms which say the group just talked and did nothing are not really valid in this case. Human Relations, in my opinion, is just a spring board of ideas for the individual. If he becomes concerned about something he must take care of it himself. Human Relations is there just to foster the concern.

I am not really defending Human Relations, but rather what I think the purpose of it is. According to my definitions, the class was successful but performed no miricles only because it isn't supposed to. It is just the establishments way of trying to calm their guilty consciences by saying "Here is a human relation class in our high school. It is a good product of the board of education and the establishment - nothing more.

S-

* * * *

Human relations was created with the objective of preparing us to better understand each other and deal with people in our modern society. Perhaps this was accomplished in part in The Human Relations course offered in the fall, but certainly not to the expected degree. This was due to several factors. There was no common ground for the class to form a discussion on. On most subjects the class was divided into segments depending upon knowledge and ability of expression. One of the basic problems invoved was that it is easy for some people to discuss a subject with a large diversified group and extremely difficult for others. Because of this discussions were often dominated by a few people only. This left the others to entertain themself pretty much.

This may be resolved by the plan to introduce reading material into the class. This will give everyone a common ground for discussion and stimulate wider participation. Also there will be a greater feeling of learning something which is essential to this type of a class.

I think that the range of discussion subjects was too large. It would be better to concentrate on a small facet of Human Relations and actually dissect this and gain practical knowledge. As it is, we did not really learn enough about anything and because we cannot repeat the course, have defeated our purpose.

The course, however, was valuable in the sense that it was at least a start. We did gain a type of general inter-personal understanding. We gained a lot from field trips both politically and socially oriented. These consittuted actually the only actual substance of the course, and, besides enjoyment to participants, provided valuable knowledge and comprehension of some of the problems facing modern society, especially in education.

Human Relations, in total, was not as rewarding as we all expected it to be, but it was not a loss or a wasted period. I hope the course will, however, be improved during the second semester and in future years.

A-

* * * *

I feel that much more could have been accomplished in the time we had if only we had applied ourselves. There should have been a definite course pattern and outline established the first week. This should have been strictly followed, with no studying or reading for another class to divert attention. There should have been much stricter rules as to skipping etc. since obviously the members in the class were not ready to accept such liberties and responsibilities.

I did learn a lot from the course. I think that it helped to ease all our attitudes but as I said before, we could have done a lot more.

A-

* * * *

The human relations class has the potential of being one of the most productive and valuable courses offered at .... However, the course needs to be strictly planned in order to achieve a high standard.

Human relations is a tag placed on the course and it would be silly to limit the course on subjects pertaining to good relations, though we must not at the same time lose track of the main aspect of the course. The focal point on which the course should revolve is Human Relations. But there are a vast range of topics connected directly and indirectly with human relations, and also there are inumerable subjects of discussion which have bearing on our daily lives; I refer specifically to contemporary problems such as war, draft, religion, different cultures, even the different ways of life of other people in other countries. There is a whole miriad of subjects one can discuss which, although they do not relate to relations as such, still they form a knowledge which is necessary to our education, and to our broadening.

The trouble with the human relations class, as I saw it, was that it was inactive too often. With a world infested with problems of one sort or another, there should not have been one day where the class had or should have had something to say. This must not be allowed to happen in the new semester.

A way of aviiding this would be firstly to have a certain amount of compulsory reading on matters political and/or historical and/or psychological and/or contemporary. Another way would be to have each member of the class prepare an informative paper on any subject of interest which might have a relevance to the course, and deliver the paper to the class and promote discussion by putting forward controversial questions on what they have just spoken on. If handled correctly, this could certainly prove to be very informative to the class as a whole. It is up to the teacher, or whoever is chairman of the debate, to insure that a) there is discussion and b) that the whole class is drawn into the discussion and adds information which might benefit the discussion.

Another suggestion which might add life to the class is to bring in guest speakers who are versed in matters which it would benefit the class to know or hear about.

And thirdly, we have the field trips. It is important to weed out those characters who desire field trips as a way of getting out school for a day once in a while. Those people are not doing the class any good whatsoever and should be told "shape up or ship out," in no uncertain terms. Field trips should be carefully planned and well in advance. Transportation should be insured and so should complete participation. The object of the trip must also be explained lest some people do not see it.

What came out of the field trip should be assessed, and each member should contribute what he gained out of it. A report should be written by each student summarizing what the trip consisted of and what the class achieved.

Achievement. That is the operative word in this class. The class can only benefit if each member participates and shows a genuine desire to reach the roots, or at very least seek out the roots, of problems facing us in everyday living. Mr. ....., you need not be afraid to tell those students who do not take a serious attitude to the class to leave. Their abscence can only be a help to the human relation class.

Wishing you a great success with the "New look Human Relations Class."

M-

* * * *

In Human Relations this semester I feel we have accomplished a great deal. We have open doors to many more similiar classes which will be a great benefit for those who take it.

I do feel however, that we wasted a lot of time talking about what we're going to talk about. I feel that at the beginning of the semester if the teacher would suggest a few books to read, we could use these as a basis for discussion.

I think that having a human relations class offered at .... is a great attribute for the school. I hope that the class will continue for many semester.

M-

* * * *

During the course of my time in the Human Relation class we have discussed many controversial matters. The most important area we delved into in lenght was that of Racism. The high point of our discussion unfortunately came with the incident in our cafeteria. This incident was followed by several others in the halls and at other schools. The purpose of the discussion was to try to ease the tension and hopefully come to some solution. During and after these discussions the class was better able to understand each other's beliefs. Other subjects such as inter-marriage, tension within the community, state and country; and ....assembly problems developed from "black and white" week. These days of talk were very worthwhile. The boredom set in when we discussed the same topic day after day. The talk became useless when it came to the point of no compromising in ideas. The class was excellent during the first racial tension days because it helped us come to a better understanding of each other. It seems that after each interesting discussion period the class dragged. It was during these days that we lacked a subject interesting to hold everyone's attention and by the end of the period people who wanted a class were frustrated by the lack of enthusiasm.

We discussed national problems to an extent. The Pledge to the Flag issue, in particular, had to do with the students who wouldn't stand and/or say the Pledge. A solution to the problem was not found. One of the purposes of Human Relations is not to prove a right or wrong but to understand and respect andother's viewpoint.

Another National issue discussed was that of the election and the people involved. There was always endless train of opinions and heresay usually trying to say anothers opinion but to no avail. This was, in the end, a waste of time.

We discussed the Space program for a short duration of time. As I recall, a few statements opened my eyes but the discussion didn't go far enough. I certainly couldn't enter the discussion intelligently which I regret. The intelligent discussion on the Chicago police riots was limited also, but most everyone had at least seen or heard the report.

We spent some time on International problems. We talked about Viet Nam and Communism opposing to the United States and Nationalism or Patriotism. It was a difficult subject to discuss and each of us should have had more facts. Another International issue we discussed was de Gaulle and how he affected the rest of the world.

Another major field we delved into was education and the system. As far as our discussion of Croton . were concerned I couldn't really participate in it. It was a good discussion, one of the high points in the class. Nothing, although, was decided; no minds were changed radically. This was the type of class which made me want to think.

Human Relations is one of the better classes at .... because a person can communicate with anyone about anything. This class is the kind that teaches you to think openly but also to learn from others thinking. The only thing wrong with the class is the lack of subject material and organization. The youth likes to talk about current problems. If the class is organized so that there are two or three subjects a week (flexible) it would be easier. The class might choose the topics (from a list of topics) on the last day of the week for the following week. Over the weekend it should be required that students do a bit of research so that they can converse with intelligence. In this way there will always be a subject to discuss and the class will benefit not only from thers' opinions but will learn about the topic at hand.

All in all I enjoyed the class and have learned a valuable lesson from the others. S-

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First of all I would like to say that I injoyed your relation with our class. I think you are very understanding of young people's thouths. And also I like to tell you that you are the only teacher in this school that can hip me to the happings of other people and problems of life.

Human Relation this year in reguards that it is my first year in this course I would like to say that I have injoyed it. But sometime there might be a day or two that I just don't know what to say, or mabe there's a time when I just don't dig the subject we were on.

Human relation is a subject that all students should take, sometime in school, it should start with young-people so that when they get to high school they will understand the subject more better. The wrost part of it was the class got very dull at times. I think if we talk on black and white problems of today the class wound infoy it much better. But it is good that you can speak on what you like and say what you like.

I am very happy for this course because I have learned things that I never knew before, in every day life so that's all I have to say about the course. But I wish that evryone the class would exprees to other people how important this class is. I also wish that ...... would keep Human Relitions going and you be the teacher for years. Thank you.

H-

* * * *

The best thing about this Human Relations class is that is was different. I mean exactly what I said. This class was on an informal basis, so we could talk about anything we wanted. It's also a good idea to be able to come into contact with someone else beside the teachers we see the whole day. Having an outsider come in is very beneficial to the students too.

Most of the time the class was interesting, and I enjoyed coming to it. However, sometimes it was boring. I can't blame the teacher or the ciriculum we set up ourselves, though. I blame it all on ourselves. We ask for a free class like this--& then don't open up enough to start discussions and talk to each other.

For this reason, I find it hard to say how we can improve this course. It served a purpose to bring kids closed together...to improve human relations. In this respect it was successful. I met and talked to kids I never see in my other classes. Also, all the outside visitors & field trips really helped change the routine school program I've been in for 5 years now.

On the whole, I feel this is definitely a successful course--even with it's faults. I also feel the only way to improve these faults is to experiment further with similar types of programs.

A-

* * * *

The Human Relations class has, I think, been a good one, and a profitable experience. I, for one, am very glad I took the course. The best thing about it was the free atmosphere and the feeling of being able to say what you felt. The cooperation was pretty fair, except for those who skipped class for lack of a report or something. I think something, though I don't know what, should be done about that situation.

Another good feature about this class was the field trip. I wish we could have had a few more, but the one we had was fun and interesting as well as more or less educational. The oral reports were an excellent idea, and I think maybe we should each have had more required oral reports instead of written ones. Other than that, I think the class was well organized, interesting, and educational. The only suggestion is that the committee reports should be more organized and presented on a stricter schedule. All in all, I enjoyed the class, am very happy I took it, and think it should be continued on a more wide-spread basis.

J-

* * * *

I think at the beginning of this semester the class was really great. There were just the right number of students and the conversations were very interesting. And the field trip we took I think we all learned somethink. But somehow the students started to drop out because the discussions started to get boring. I think alot of students were here because they thought they could get an easy mark, or they just didn't have anythink else to do.

I really think that all the last month the class was boring. I think this class needs more students and a routine so that you know what is going on and so they can keep the students interested. I know we had something like that but, we just all lost interest.

* * * *

What's Right With it--It's a good class because you can say most anything you want to and the class itself, it is very relaxed.

What's Wrong with it--It should have more of a structure to it. It shouldn't be limited to only Seniors & Juniors.

Suggestions--It should have more of a format to it with some regular discussion in it and more field trips during the year. The course should be a whole year instead of a half.

* * * *

This class is quite boaring the way it is organized now. I don't think we should have to write reports. I also think that instead of being half a year, it should be extended to one full year. It should still be an elective. I also feel that it should be open to anyone, not only juniors and seniors. Instead of getting half a credit I feel that you should get one whole credit. It should still be on the pass fail method. Instead of having reports, there should be more written work done in class. The committee bit, I didn't like to much. I felt that that idea didn't work to well. Half of the class didn't participate. It was so unorganized.

This course should give a chance to everyone to express their own feelings. A course like this should make a shy person come out of its shell.

I also feel that a young teachear should teach this course. I also feel that on hot days we should be able to go outside.

* * * *

Within the human relations class I find that many students fail to see the real pourpos behind the class. This lack of knowledg on behalf of the students gives the entire course a different meaning. First of all, a course such as this should have been introduced to the students in a way that he would constantly have a contact with different peopl, places and events that have more to do with relationships between people. I feel that this class as a whole does not recieve enough support from the administerion to achieve it pourpos. I realize that it is not the students fault for the lack of activies, but, I feel that it takes a lot of effort from both sides to bring a real human relationship within the class itself. In conclusion I am saying that any human relation class of this sort, must understand what the class means and then devolope a relationship within it. After this is completed then you can progress into a real human relationship.

L-

* * * *

Because of its informality Human Relations is a very worthwhile class. It affords students the opportunity to discuss a variety of subjects. The only changes that I'd like to suggest for Human Relations is perhaps more student participation. In that even though there is no set curriculum in Human Relations some of the students have little if anything to say in the way of centributing to class discussions.

Being exposed to three different classes of Human Relation I'm pretty familiar with just how liberal a class can be and the teacher can use controversial subjects as an instmument to get even the most closed-mouth student to participate with zeal and eagerness.

An example of this is, say for instance if the class divided themselfs into two parts, taking on roles such as the doves & hawks--the issue being the Vietnam War. No matter whether they are in reality for or against the war by taking on these roles, they also assume the convictions of these two opposing groups, stressing why more military actions and warfare action is needed and why it isn't.

2. Another example is: Parents Vs Young Adults. (with the students assuming roles) The"parents" voice why young adults should be brought up autocratically, how this generation is so different and worse from theirs. The students or young adults expressing how they need more freedom. Each in the end will see the other's point of view.--These are subjects seldom discussed.

Other subjects that can be discussed are on the following sheet of paper.

Subjects of Controversy:
- Vietnam War
- Religion - Is God Dead?
- L-S-D
- Hippies
- Sex Revolution
- Education - Higher, Student Power, College Revolutions
- White Vs Black
- Politics

S-

* * * *

In the short time that I have been taking the course I have found that at times the class can be quite interesting, but at others quite boring. I suppose this would largely depend on a person's own individual tastes, however I feel this not usually the case in this instance. Although the class did not accomplish all it had orriginally proposed, I feel that there has been much to gain from the in-class, casual discussions. I am very happy to see that ..... has taken the initiative to propose such a course, and I am sure that in the future it will become more evident in a large percent of schools, for the simple reason that to live our lives happily, we must learn to live together. I am glad to see that you have taken the time to undertake leading this class, as I am sure that the money factor did not play the main part in your desition to try this type of class, at least I hope not. Since I feel that too many people of the older generation have not really attempted to work with kids our age, I am glad you have.

C-

* * * *

I. Grading
  A. Introduces a new competition-free ~~competition-free~~ pass or fail system disregarding individual grade merits.
  B. This creates a less academically motivated climate and a more relaxed classroom.
  C. Pass or fail system has a different effect on each student (observation)
    1. The poor student can push himself just enough to minimum requirements (to pass)
    2. The average student does not feel pressured to do his best work because of the system's leniency. He may continue to do good work because of regular training in his other classes or realize how much less he can do to get away with fulfilling a passing grade.
    3. This can be the same with the above average student

4. In all cases, the students' interest and attitude toward the classe's value consititutehis advancement and acheivements. The instructer must be above the "old system" of grades. In other words he must stimulate the class into action and replace a type of competitive atmosphere among the students for different rewards than the individual grading system.

II. Class attendance

A. Many pupils cut classes as they do in many courses--there are always those who do this and authority is not the best cure

B. Lately the skippers have been showing up due to curiosity and the free atmosphere of the class. They take interest in discussions without really being pushed inwardly or outwardly.

C. A free day or two each week relieves the pressure of strict class attendance for 5 days straight.

III. Participation

A. Through my observations, I have found class participation to come in various forms in an informal, somewhat random fashion.

B. Class discussions and book reviews lead the majority.

Eg. Dr. Barry & Burger student--teacher relation
School riots & disturbances
Kibbutz--socialism
Home Life
Boarding schools--France, Manlius etc.
"The Prophet"
"Crime & Civil Disorders"
"1984"
"G. Gatzby" "The Chosen" "I Never Promised You a Rose Garden"
"Steppenwolf"

C. Guest Speakers (my favorites)
- Mr. Petroff
- Lady from the cafeteria
- Reverend (Negro) from Lombard Center
- Guidance conselor from Bishop Grimes and his H.R. class etc.

D. Trips
1. Sagamore Conference--Kaput! (We tried!)
2. Bishop Grimes
3. Corcoran?--future

E. Contrary to many people's opinions, I think our mixed group of students Jews, Negroes, Italians, and you name 'em contributed to stimulating (sometimes heated) free thinking discussions on the subjects most "Humanly Related" to our daily living, concerns and interests.

IV. The Instructor

I highly commend Mr. .... for his open mindedness in dealing with 1) people in our class 2) discussions 3)outside interests and oppositions. I am personally happy to have taken the course before a ....teacher resumes it next year. Mr. ...... appears either to be very nonpartisan or if he is he conceals it gracefully.

V. The Course

Our Human Relations class has not necessarily covered this huge topic fully. Rather than superficially summarizing the world of Human Relations, we have individually covered problems and subjects as mentioned involving our lives in groups or personally.

Miscellaneous

Our attendance sheets have played a part in Student-Teacher & Student-Student communication. The little illustrations appearing daily on the center of the paper reveal personal thoughts, historic and local events etc. Each student makes his/her own addition to the drawing. By the time it reaches the teacher again, it is usually indistinguishable.

L-

* * * *

What is Human Relations? That's the question we all asked Mr. .... at the beginning of the year. I guess we all have our own interpretations now.

I personally liked the course. It had its dull points though, but every course does. I found most of it interesting though. I liked the trip to Bishop Grimes. The thing that bothered me though is that there was not enough class participation. It seemed like a few did enough talking to make up for those who didn't. The speakers were interesting. I learned a lot from Mr. .... visit. Mr. .... was another interesting speaker. Much of the class discussion was good because it stimulated debates.

I think I covered most of my thoughts about the course. A little more organization next year and this class will be very much in demand by students in the future.

M-

* * * *

I thought that this class was very interesting. We had some very good talks on school, teachers the problems we are having with riots in the schools and the cities. We had many interesting speakers. And we went to Bishop Grime High school and saw how the catholic schools were different from the public schools.

I think that Human Relations is a very good course and should be given in every school. It shows how kids can talk and have good talks about all the world affairs.

I hope next year this class has more trips and more talks.

This class was new this year and so not too many kids new much about it but next year it will be different. I liked this class very much and I'm very glad I took it. I also think Mr. .... was a very good teacher and undertands and listens to the kids talk.

B-

* * * *

I believe that this course is very good to have 1st period because through the relaxed atmosphere you find it easier to go through the mind bending day of school. I like the way in which Mr. ..... has a care free casual aproach which doesn't make the students take a poor atitude towards him. I feel however that this course should go into deeper problems and try to come up with solutions. I feel that it should have visited more places and maybe had someone relate what he saw through it. If you were to just walk thorough the ghetto streets you would get a good picture of life their. All in all though I feel that this course for it's 1st year was very worthwhile.

T-

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HUMAN RELATIONS COURSE QUESTIONNAIRE

NOTE: On May 31, 1969 the following questionnaire was distributed to students who had taken the Human Relations course.

We are interested in you and in what you think. Would you please answer these questions by circling the answer you think is closest to the way you feel.

1. You have taken a course in human relations. Was it worth it?	Very Much	Some	A Little	No
2. Have you changed your ideas about either yourself or others?	Very Much	Some	A Little	No
3. Do you think you are any different now than you were before the course?	Very Much	Some	A Little	No
4. Can you talk with teachers more easily now?	Very Much	Some	A Little	No
5. Can you talk more easily now with people of other races?	Very Much	Some	A Little	No
6. Can you talk more easily with your parents?	Very Much	Some	A Little	No
7. Are you more sensitive to the way YOU feel about others?	Very Much	Some	A Little	No
8. Do you understand yourself better now?	Very Much	Some	A Little	No
9. Do you think you understand your own prejudices better now?	Very Much	Some	A Little	No
10. Are you more aware of human relations outside the classroom than you were before?	Very Much	Some	A Little	No
11. Would you recommend your friends take this course?	Very Much	Some	A Little	No
12. What was your biggest reason for taking this course:	Credit	Friends	Knowledge	No Choice

13. The things I liked best about this class were ______________________________

____

14. The things I liked least about this class were: ______________________________

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STUDENT RESPONSES TO THE HUMAN RELATIONS QUESTIONNAIRE

Questionnaire - The questions in the questionnaire were derived from the statements of behavioral objectives for the Human Relations Course. The objectives themselves are found on page 2 of this report. They are intended only to indicate what the students say they think and feel, and not as a measure necessarily of the success or failure of the course. There is no guarantee that the responses themselves necessarily reflect the real thoughts or feelings of the students, for they may reflect only a momentary attitude.

Distribution - The questionnaire was prepared and distributed about June 9, 1969. It was prepared by the Social Studies Curriculum Center at Syracuse University and distributed by Mrs. Marie Cady, Social Studies Supervisor, Syracuse Public Schools.

Sample Size - In all, about 250 blank questionnaries were distributed to the four schools. It was hoped that each student who had taken the course would be able to fill one out. However, apparently questionnaires were not distributed to students who took the course during the first semester. In one instance, there apparently was no class list prepared by the teacher, and, since the class had formally ended, it was not possible to administer the questionnaire to more than a few of the second semester students. In all, 34 completed questionnaires were returned.

Results -

A. TOTAL STUDENT RESPONSES

Question No.	Very Much	Some	A Little	No	Total
1	12	18	2	0	32
2	8	12	8	4	32
3	4	18	6	4	32
4	6	14	4	10	34
5	10	6	8	10	34
6	8	6	4	14	32
7	10	4	12	8	34
8	0	18	8	6	32
9	16	8	4	4	32
10	14	12	2	4	32
11	26	8	0	0	34
TOTAL	114	124	58	64	362

Question No.		
12	Credit	6
	Friends	4*
	Knowledge	22
	No Choice	4

* Two students gave dual responses to this question, indicating the reason they took the course was both "knowledge" and "friends."

		No. of Responses
13	Better understanding	4
	Discussion	4
	Discussing interesting ideas	4
	Freedom to speak freely and honestly	3
	Teacher	2
	Free seating arrangement	2
	No "teacher"	2
	Talking about themselves	2
	Feeling equal to teacher	2
	Guest speakers	2
	"Open discussions--nothing was right and nothing was wrong"	2
	No homework	1
14	"Occasional incoherence," disorganized, etc.	4
	Small group discussions	3
	Lack of demands on students	3
	Lack of control of class by teacher	3
	"Always talking about race"	3
	Teacher	2
	Teacher's frequent absences	1
	Disorderly discussions	1
	Lack of attention by students	1
	Lack of respect for students by other students	1
	Circular seating arrangement	1
	Talking about themselves ("Talking about my life's history")	1
	Argumentative discussions	1
	Rehashing same old topics	1
	Favoring negroes	1

Total student responses indicate a definite positive attitude on the part of students toward the class (114 + 124 vs. 58 + 64). The slightly to the right showing on both halves (114, 124) and 58, 64) is interesting

It is probably significant to note that nearly 2 out of 3 students say they took the course for knowledge, rather than credit, friends, or because they had to take it. This may suggest that, from their point of view at least, students want to acquire some real in-depth knowledge.

The number of responses to questions #13 and #14 varied. A number of students listed as many as three or four responses to each question, while a number of students gave no response to one or both questions.

B. WEIGHTED STUDENT RESPONSE (Simple Positive Weighting)

	Weighting Value				
	4	3	2	1	Total
Question No.					
1	48	54	4	0	106
2	32	36	16	4	88
3	16	54	12	4	86
4	24	42	8	10	84
5	40	18	16	10	84
6	32	18	8	14	72
7	40	12	24	8	84
8	0	54	16	6	76
9	64	24	8	4	100
10	56	36	6	4	102
11	104	24	0	0	128
Total	456	372	118	64	1010

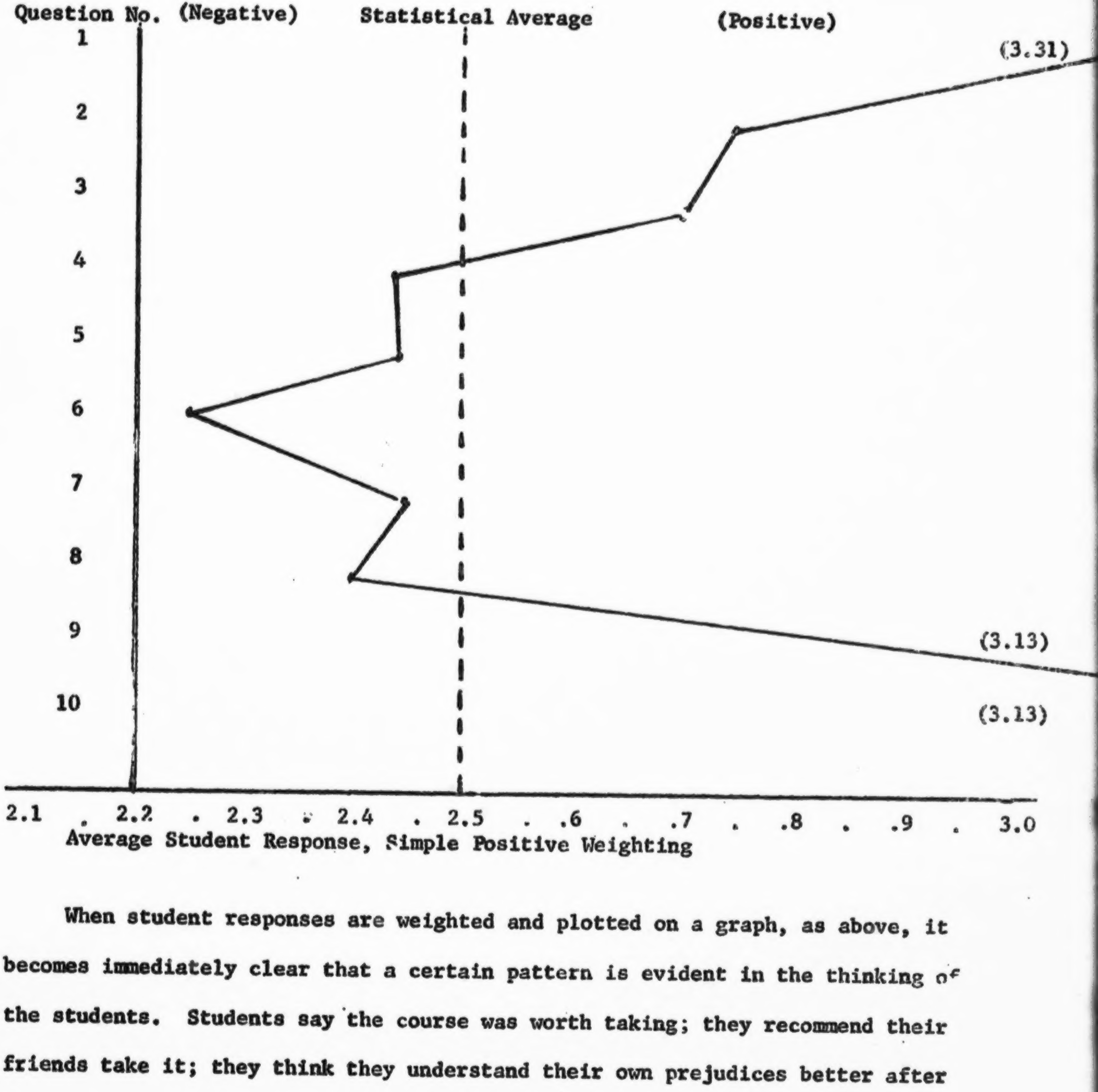
C. WEIGHTED STUDENT RESPONSES (Simple Negative Weighting)

	Weighting Value				
	1	2	3	4	Total
Question No.					
1	12	36	6	0	54
2	8	24	24	16	72
3	4	54	18	16	92
4	6	28	12	40	86
5	10	12	24	40	86
6	8	12	12	56	88
7	10	8	36	32	86
8	0	36	24	24	84
9	16	16	12	16	60
10	14	24	6	16	60
11	26	16	0	0	42
Total	114	266	174	256	810

D. AVERAGE STUDENT RESPONSE (Simple Positive Weighting)

Question No.	Value	+/- *
1	3.31	+.81
2	2.75	+.25
3	2.69	+.19
4	2.47	-.03
5	2.47	-.03
6	2.25	-.25
7	2.47	-.03
8	2.38	-.12
9	3.13	+.63
10	3.13	+.63
11	3.76	+1.26

*2.50 = simple statistical average (4+3+2+1=10/4=2.50)



When student responses are weighted and plotted on a graph, as above, it becomes immediately clear that a certain pattern is evident in the thinking of the students. Students say the course was worth taking; they recommend their friends take it; they think they understand their own prejudices better after the course and say they are more aware of human relations outside the classroom than they were prior to taking the course.

However, when it comes to what the students say they can now do, the results are less positive. Questions #4, #5, and #6 ask students to indicate the ease they can now speak with others compared with their ability prior to taking the class. While most state some growth in this ability on their parts, it is apparently considerably less than in their attitude toward the class and liking for it. The area showing the least growth is indicated in question numbers 4-8. Number 4 asks students about their ability to talk more easily with teachers than before, and number 5 inquires about their ability to talk with members of another race. Number 6, which relates to their increased ability to talk easily with their parents, shows clearly the least positive success.

Question number 7 asks students whether or not they are more sensitive to their own feelings about other persons. Question 8 asks them whether they think they understand themselves better after taking the course. The answers to both were less positive than the statistical mid-point would suggest they might be.

In brief, a short analysis of this questionnaire suggests two things:

1. Students say they gained the most in understanding racial problems and their own prejudices, and
2. Students gained least in their ability to understand and communicate with adults (parents and teachers).